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ABSTRACT

The state of Colorado has set high standards for students based on three fundamental principles: safety, civility, and literacy. How these standards were integrated into the schools is the subject of this report. It opens with an overview of the foundations of academic success and the process involved in implementing standards-based education. The state assessment program is detailed, along with the results of a 3-year study depicting the growth of charter schools and the significant changes in teacher licensure amendments. The educational performance of Colorado's students is then profiled, with an emphasis on mathematics achievement, the achievement of college-bound students, high school graduation rates, and postsecondary participation. Demographic information is offered, with descriptions of public school membership, private school enrollment, home study participation, the nonschool population, and information on students at-risk. A profile of educational personnel is provided, which focuses on school district personnel, educator preparation, and teacher assessment. Colorado's educational system and programs are likewise discussed, along with an analysis of school district revenues and expenditures. (RJM)

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Foundations for High Achievement:

Safety, Civility, Literacy

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COLORADO DEPARTMENT OF EDUCATION

K-12 Public Education

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CITIZENS OF COLORADO

Coloradans have set high content standards and high expectations for our students. Working together, we can create the opportunities, tools and conditions that will enable all students to successfully achieve them. *Foundations for High Achievement: Safety, Civility and Literacy* heralds the importance of these foundations, presents a profile of Colorado's students and educators, and describes the educational system and programs to help us meet the challenges before us.

Successful attainment of rigorous content standards by all students requires these fundamentals:

Safety. *Students need a learning environment in which they feel safe and secure- a haven in which they are free to learn.*

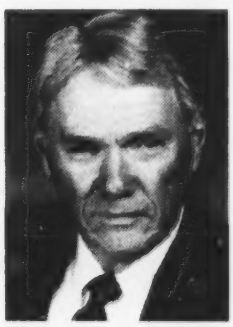
Civility. *Students, teachers and parents must together build a school atmosphere where civility, respect and open communication provide the basis for disciplined learning through honesty, responsibility and civic order.*

Literacy. *Students need a strong foothold in reading and effective communication as a springboard to learning other academic subjects.*

Establishing these foundations opens the path for our students, teachers, and schools to attain ambitious goals for learning. Only by reaching out to you, concerned citizens who care deeply about children and learning, can these foundations for high achievement be realized.

When "Safety, Civility and Literacy" is a reality, high standards and higher achievement for all students will be within reach. We invite you to find ways, however small they may seem, to build these basic foundations, make a difference in your educational community and to help all students experience success.

Patricia M. Hayes
Colorado State Board of Education



William J. Moloney
Commissioner of Education
State of Colorado

Foundations for High Achievement:

Safety, Civility, Literacy

cde
1997

K-12 Public Education

COLORADO DEPARTMENT OF EDUCATION
WILLIAM J. MOLONEY, COMMISSIONER OF EDUCATION
STATE OF COLORADO

201 EAST COLFAX AVENUE
DENVER , COLORADO 80203

OCTOBER 1997

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ELECTED TO LEAD, TO SERVE, AND TO PROMOTE QUALITY EDUCATION FOR ALL

THE COLORADO STATE BOARD OF EDUCATION, deriving its authority for general supervision from the Constitution of the State of Colorado, pledges to lead, to serve, and to promote a quality education for all, based on a commitment to academic excellence, with accountability and responsibility shared by all.

MAJOR STATE BOARD ACTIONS 1996-1997

The State Board of Education is authorized by Article IX of the Constitution of the State of Colorado with the general supervision of the public schools. Powers and duties of the Board are described in 22-2-105 through 109 of the Colorado Revised Statutes.

Selection of a New Commissioner of Education

One major responsibility of the State Board of Education is the selection of the Colorado Commissioner of Education, who serves as chief executive officer of the Department of Education as well as the statewide K-12 education and public library leader. In the past 24 years, the Board has only been called upon twice to make such a decision.

Following the retirement of Commissioner William Randall in December 1996, the State Board appointed Deputy Commissioner Richard Laughlin to serve as Acting Commissioner and launched a search for a new commissioner in January 1997. The Board took the

utmost care to identify the best candidates for this important position. Surveys were sent to over 1,100 parents, educators, and representatives of the business community. A screening committee reviewed 34 applications for this position and made recommendations to the Board prior to several rounds of interviews and extensive deliberations.

The Board appointed Dr. William J. Moloney Commissioner of Education, effective September 1, 1997. Dr. Moloney holds bachelor's and masters degrees in history and political science, as well as a doctorate in educational management earned at Harvard University. He has also done graduate work at Oxford and the University of London in Slavic history. In addition to his duties as Commissioner of Education, Dr. Moloney will continue to play an active role as a member of the National Assessment Governing Board, which sets policy for the National Assessment of Educational Progress, more commonly known as "The National Report Card."

In a rich and varied professional life spanning over 25 years, William Moloney has served as a teacher, assistant principal, headmaster, assistant superintendent, and superintendent in Massachusetts, Rhode Island, New York, Pennsylvania and Maryland. His career also includes several years overseas, four of them as Director of the American School in London. He has been active as a speaker, consultant, newspaper columnist, contributor to professional journals, adjunct university faculty, and as a member of the Advisory Committee of the Center for Workforce Preparation and Quality Education in Washington, DC, as well as several years on the board of the Educational Excellence Network. He is co-author of The Content of America's Character and Education Innovation: An Agenda to Frame the Future.

Standards and Assessments

The Colorado General Assembly, through House Bill 93-1313 mandated statewide standards and assessment for the State's public schools. Each year following the law's passage, the State Board of Education has adopted policies to move education along a strict time line toward full implementation of standards and assessments. At the same time, the Board has worked to align its policies in areas such as accreditation, educator licensure, and charter schools with these new statewide goals for increased student achievement.

In September 1995, the State Board of Education adopted statewide model content standards in science, mathematics, reading and writing, geography, and history. School districts across Colorado have designed local standards that meet or exceed the state standards. The State Board also approved a statewide student assessment design and performance levels that were administered for the first time in spring 1997. Using cut scores adopted by the State Board of Education to determine whether student performance is advanced, proficient, or partially proficient, the Department of Education plans to release test results in November. During fall 1997 and winter 1998, the Board will adopt statewide model content standards in civics, economics, foreign language, music, physical education, and visual arts.

Accountability and Accreditation

The State Board of Education is charged by the Colorado Constitution with the general supervision of the public schools. The Board performs its supervisory role through the process of accrediting school districts. Statewide model content standards and assessments for students have had a profound effect on the State Board's accreditation process.

In June 1996, the Board repealed and reenacted its accreditation rules. Throughout the 1996-97 school year, the State Board has administered accreditation through individual enterprise contracts that emphasize standards and assessments in each of Colorado's 176 school districts. Local school districts in turn accredit each of their schools. This grassroots approach to quality assurance is designed to place responsibility at the lowest possible level.

Educator Licensing

During 1996-97, the Board continued to refine its educator licensing regulations. In keeping with statewide standards and assessment for students, the licensure act and State Board regulations are transitioning educators' authorizations from certificates to licenses, higher standards for both entrance into the profession and recertification, more rigorous requirements for educator preparation programs, and an induction program for new educators.

It is also the State Board's responsibility to protect the health, safety, and welfare of Colorado public school students by taking disciplinary actions against educators who threaten the well-being of students. In November 1996, the State Board adopted a policy to release the personal identities of these persons whose educator licenses the Board denied, annulled,

suspended, or revoked. Since that time, the Board has suspended five educator licenses, permanently revoked four, and denied renewal of one license.

Charter Schools

In 1996-97, the State Board of Education continued to play a major role in the charter school movement in Colorado through its leadership initiatives, the granting of waivers of statute and rule, and through its appellate role. There are 50 charter schools in Colorado as of fall 1997. Under the jurisdiction of local boards of education, charter schools are required to meet state and local standards.

Under the Charter Schools Act, the State Board of Education also serves as the appellate body when a local district and the charter disagree. The State Board has received 53 appeals since the spring of 1994; of this total, 12 were dismissed and 41 were set for hearing. Results of these hearings to determine whether the decisions of the local board of education were in the best interest of the students, school district and the community are as follows: 1) in 22 cases, the State Board upheld the decision of the local board of education; 2) the State Board remanded 15 cases to the local board of education for reconsideration; 3) three cases were dismissed, vacated, and overturned; and 4) in one case, the State Board ordered the establishment of the charter school.

Waiver of Statute and Rule

Since its passage in 1989, Colorado's waiver law has empowered the State Board of Education to release school districts from legal and regulatory barriers to reforms that show promise of increasing educational opportunity and academic achievement for students.

In collaboration with their school districts, virtually all charter schools have requested and received waivers of laws and regulations from the State Board of Education to enable them to implement their unique visions for increasing academic achievement and educational opportunity. During 1996-97, the State Board authorized multiple waivers to 29 charter schools for time periods up to the term of the charter, a maximum of five years.

New waivers were also granted to one school district, while waivers were renewed for two additional school districts. In comparison to waivers requested exclusively by school districts since 1989, those involving charter schools have been more numerous, and were typically more complex, requesting release from more laws and rules; these have frequently involved conditions of teacher employment and evaluation as well as decisions related to curriculum.

Colorado Department of Education
Mission Statement

"To lead, to serve, and to promote quality education for all."

Our mission is to provide leadership and service to Colorado's education community and, through collaboration with this community, to promote high quality learning environments, high academic performance standards, and equitable learning opportunities for all Colorado's diverse learners.

This report was prepared by the Research and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. This publication includes information prepared in response to mandates contained in the following sections of the Colorado Revised Statutes: 22-2-117; 22-2-106; 22-53-303; 22-60.5-107; 22-80-106; 22-36-106; and 22-30.5-112. Federal funds in the approximate amount of $4,100 from Title VI ESEA financed the printing of this publication. Additional information about any of the material in this report may be obtained by contacting the Research and Evaluation Unit at (303) 866-6840.

CDE does not discriminate on the basis of disability, race, color, religion, sex, national origin or age in access to, employment in, or in the provision of any of CDE's programs, benefits, or activities.

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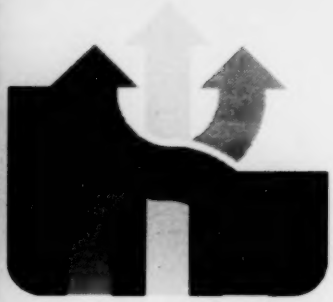


SECTION 1.

High Standards and Higher Achievement for All Students

A Message from the Colorado Commissioner of Education
Issued August 1996 and Reaffirmed October 1997

Since 1988 those of us in the Colorado Department of Education (CDE) have stayed focused on the goal of high academic standards, high expectations, and successful achievement of all Colorado students. Working together with local schools and communities we have pursued excellence and equity as a shared mission, not as competing elements that can be traded off one against another.

We are continually reminded that real change, the kind that positively affects student achievement, takes place in the classroom. We want to thank the thousands of Colorado teachers and administrators who have joined our effort to make sure Colorado students gain the knowledge and skills they will need to lead high quality lives in the twenty-first century. Our collective CDE hats are off to you!

FOUNDATIONS OF ACADEMIC SUCCESS

In order for all students to achieve challenging standards, these fundamentals must first be in place:

- a safe and secure environment for learning;
- civility, respect and honest communication among students, teachers and parents, allowing students to learn and practice the skills of democracy and community; and
- insistence that literacy--reading and communicating effectively--is the first instructional goal underpinning learning in all other subjects.

Our message focuses on these three essential foundations for high achievement--Safety, Civility and Literacy--and what Colorado is doing to build them. Each of these foundations is a *necessary* condition for student achievement, but none, standing alone, is a *sufficient* condition. These foundations are to student achievement what a structural frame is to a building. They work both to reinforce one other, and in so doing, to support the whole.

Safety

Issues related to school safety and discipline consistently rank first in polls that track public concerns about education. And for good reason. Even the most dramatic academic reforms are only as effective as a positive learning environment permits.

Students who do not feel safe cannot focus on learning. Students in classrooms disrupted by others cannot apply full attention to their studies. Students who are abusing alcohol and drugs cannot achieve their physical and mental potential.

Schools must be safe havens for learning. But, a safe environment has to include more than conflict resolution courses and metal detectors; it has to extend beyond "just say no" efforts. In the end, children and youth learn to be responsible citizens by watching adult role models. They rise to meet expectations of acceptable behavior by experiencing and demonstrating respect and inclusion in a diverse learning community.

Civility

The social contract that defines and binds together the unique American experiment of democracy is fraying. The balance between individual rights and common good--the bedrock of our democracy--seems to be struggling for its equilibrium. Self interest and material gratification have become preeminent values in our culture. Images of violence and abuse are commonplace. Public debate seems to be more rancorous and mean-spirited. Many are growing disenchanted with government and cynical about their ability to act collectively on behalf of others.

In the midst of this social environment, many people feel helpless and powerless, unable to reach out to others or to see meaningful possibilities for their own futures. Paralyzed by this loss of hope, they resign themselves to inaction and to the conclusion that American's best days are behind her.

In the schools, these patterns manifest themselves in an adolescent peer culture and lack of parental engagement that hinder student achievement in significant ways. A recent study by Lawrence Steinberg at Temple University paints a dismal picture. Among his findings:[1]

- *An extremely high proportion of American high school students do not take school, or their studies seriously.* Over one-third of the students surveyed said that they get through the school day primarily by "goofing off" with their friends. Two-thirds say they cheated on a school test during the past year. Nearly nine out of ten students say they copied someone else's homework during the last year.

- *The adolescent peer culture in contemporary America demeans academic success and scorns children who try to do well in schools.* Fewer than one in five students say their friends think it is important to get good grades in school. Nearly 20 percent say they do not try as hard as they can in school because they are worried about what their friends might think.

- *Perhaps most serious, American parents are just as disengaged from schooling as their children.* Nearly one-third of students say their parents have no idea how well they are doing in school. More than half say they could bring home grades of "C" or worse without their parents getting upset. Only about one-fifth of parents consistently attend school programs. More than 40 percent never do.

Polls indicate that the public perception of schools, in general, is significantly more negative than its perception of its local schools., The connection of personal experience seems to leaven distrust and harsh judgement. Perhaps this dynamic suggests how schools can begin to approach the challenge of becoming more civil places.

Schools can provide students, teachers and parents with experiences that allow them to know a sense of common good as well as of the boundaries that make a community work effectively. They can create instructional environments that model empathy, self-discipline and moral behavior. Schools can provide purposeful opportunities for teachers, parents, students and community leaders to collaborate with those who are different from themselves and provide the common ground for resolving differences. Finally, schools can work to establish a culture where academic excellence is valued by all.

The responsibility for restoring civility to our community life certainly does not rest solely, or even primarily, with the schools. But until the schools become places where civility is taught and practiced, they will not be places where all students can reach high levels of academic achievement or fulfill their human potential. Perhaps by leading the way on this front, schools can once again become a strong force in fostering America's spirit and securing its future.

[1]Steinberg, Lawrence, *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do.* Simon & Schuster, 1996.

Literacy

Language skills are building blocks of student achievement in every academic content area. Success in school, and all learning, requires solid skills in reading, writing, speaking and listening. But literacy is more. The ability to express oneself and understand others is the essence of what it means to be human. Literacy offers connections with the past through diverse written records of human experience. It enriches life by making available a broad range of ideas and experiences that offer adventure, challenge, pleasure and inspiration. Literacy provides the means to hold elected officials accountable and to participate in public debates.

Few would argue with these statements about the importance of literacy or about its primacy as an instructional goal. What then, does it say about the perception of the public and its elected representatives, that legislation was enacted this year requiring schools to teach children to read? What does it say about public confidence in the schools' ability to recognize and to achieve the basic mission of education? The public, through the General Assembly, has sent the strongest of messages. As educators, we need to hear that message and to answer it in a responsible way.

BUILDING THE FOUNDATIONS OF SAFETY, CIVILITY AND LITERACY

Establishing High Standards

In 1993, the Colorado General Assembly launched a comprehensive strategy to improve academic performance by establishing high content standards that specify what students should know and be able to do. Under the law, each school community will reach a clear, common understanding about what students should learn in academic subject areas, measure student progress toward meeting these expectations and use this information to make changes in teaching and curriculum to help each student meet the standards.

The heart of standards-led reform is asking and enabling all players in the education of youth--teachers, parents and students themselves--to take individual responsibility for their role in the process. It is empowering local communities to articulate their expectations for students and to provide conditions where all students can reach them. It is recognizing that accountability for results is shared by all who have a stake in successful schooling.

The Colorado Department of Education is contributing to the successful implementation of standards-led reform by aligning state assessment, teacher and administrator licensure and accreditation policies with the state model standards. CDE also allocates federal funds from *Goals 2000: Educate America Act* to help local communities develop and implement standards.

Helping All Students Learn

As a community, we cannot afford the loss of hope and economic potential and the civic disengagement that often result from academic failure. The quality of our workforce, the vitality of our communities and the functioning of our democracy depend on schools that prepare all students for their futures.

CDE is helping ensure that all students, particularly those at risk of under-achievement, meet the standards by expanding early care and education programs, aligning federal and state programs for at-risk students with the state content standards, and providing special assistance to schools whose students fail to meet the standards.

Promoting Public Engagement and Shared Accountability for Results

It is not within the power of schools, working alone, to develop and implement standards that will help every student achieve academic success. By definition, the work of standards-based reform requires the participation of schools, communities, parents and students. Students must be responsible partners in their own education. Families play an essential role in building character, promoting responsibility and valuing academic success. Communities provide the connections, relationships, meaning and support that enable schools to be true learning communities.

CDE supports community action to implement the standards and shared accountability for results by

working with the Colorado Education Goals Panel to provide a planning framework and other tools to support local standards efforts; administering Colorado's charter school law; and granting waivers that release schools and districts from legal and regulatory barriers to education reform.

One overriding principle guides CDE in its work: CDE's activities must have value for individuals at the local level as they work to help all students achieve high standards. The intent of the laws and programs CDE administers is to create opportunities at the local level. If the department's state-level rules and activities do not promote reflection about and improvement of local education practices, then we need to be approaching our work in different ways. As always, we would appreciate hearing from you about CDE's performance in this regard.

FACING THE FUTURE WITH HOPE

As daunting as the challenges described in this message, we are optimistic about the ability of Colorado's spirit and its communities to prevail. The first cause for optimism is the sheer power that lies in community conscience and action. This power fueled the civil rights movement and helped create a strong environmental ethic. It can provide the engine to drive school reform. With constructive debate and public engagement and buy-in, standards based reform will succeed, and it will lead to higher levels of student achievement.

The key to tapping the power of community action is widening the circle of involvement to all concerned citizens who care about children and learning. This is easier to talk about than to do. We have seen reform efforts stymied because of complexity, misunderstanding and show-downs between "reformers" and "traditionalists." But, in the development of the model content standards, we also experienced the reverse; direct and civil debate, respectful of local preference and expertise, aimed at educating and motivating individual action. It is possible to sustain non-partisan public debate and action aimed at improving the education of our children.

A second cause for hope is that it is not necessary to solve all of the social challenges that confront our nation in order to make a positive difference in the lives of children. As Lizbeth Schorr writes in *Daring to Learn From Our Success*, "We know that the factors implicated in violence, school failure and early childbearing are multiple and interrelated. What matters is the interaction of risk factors, the number of risk factors involved and the presence or absence of protective factors. Because risk factors interact, the reduction of any risk factor improved the odds of a favorable outcome." These findings urge us to do what we can now, even if our interventions seem dwarfed by the overall social environment.

Individuals can make a difference. We can make the difference by taking one small step at a time. Before we act, we do not need to have all the answers, or all the resources or all the inspiration that it will take to turn the social tide. We just need the courage to step up to those opportunities where we can make a ripple in that tide on behalf of Colorado's children and youth. We need to be willing to put aside passivity and cynicism. Most fundamentally, we need to acknowledge that we realize our deepest-held values about learning and public education only when we reflect them in our actions.

One of the most enduring and defining characteristics of America, as a people, is that when progress is difficult and complex, we roll up our sleeves and refocus on fundamentals. Let us pursue that strategy with our schools. When *Safety-Civility-Literacy* are in place as foundations, we can build a public education system that provides high standards and higher achievement for all students. First things first.

Appreciation is expressed to Joy Fitzgerald for her assistance in preparing this message

SECTION 2.

Educational Issues and Development

Major developments during the last year included the implementation of standards-based education at the state and local levels and the beginning of standards-based assessment. The first report from a three-year study of charter schools was published. Significant changes in teacher licensure requirements were enacted by the General Assembly.

IMPLEMENTING STANDARDS-BASED EDUCATION

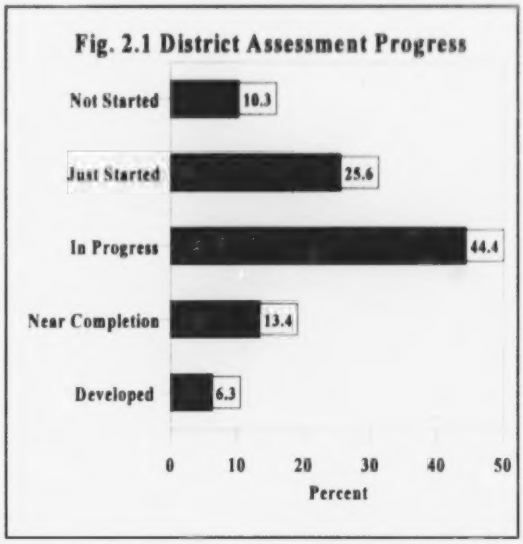
In 1993, the Colorado General Assembly enacted House Bill 93-1313, which required all school districts to hold students to high standards in 12 content areas. Reading, writing, mathematics, science, history and geography constitute the first areas for development, followed by art, music, physical education, foreign language, economics and civics.

- In September 1995, the State Board of Education adopted state model content standards in the first standards areas. The model content standards became the benchmark for local districts to meet or exceed in developing local standards. Local district standards were adopted by January 1997.

- House Bill 93-1313 also requires state assessments of student progress toward the standards beginning in spring 1997, followed by local assessments beginning in January 1998.

In an effort to determine how standards-based education is being implemented, a survey was conducted of superintendents, school board presidents, accountability committee chairs, and a random sample of approximately 2,000 educators, community leaders, parents and others involved in the standards-setting process. Major findings from the survey, which involved 518 respondents, follow.

- As of January 1997, all Colorado school districts adopted local content standards. Almost 90 percent of respondents reported that their districts are currently developing standards-based assessments (see Fig. 2.1).

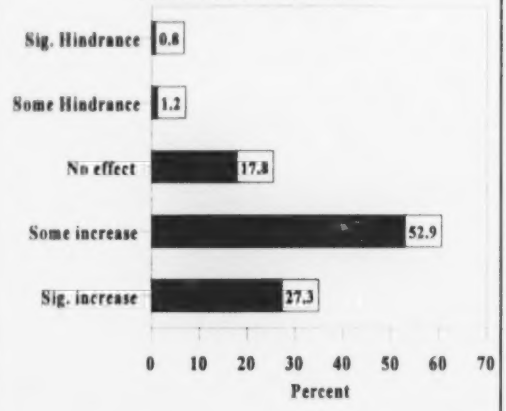


- When asked to identify barriers to progress, respondents overwhelmingly listed time as the number one constraint, followed by limited staff development opportunities and the need for implementation funding.

- Fully 80 percent of respondents expected some or significant increases in student achievement as a result of standards-based education (see Fig. 2.2). Sixty percent believed parents and the community will be more informed.

- A significant majority of respondents, 67 percent, believed educators will have to rethink lessons and instruction when standards are implemented, with instructional emphasis shifting to district and state standards.

Fig. 2.2 Perceived Effect on Student Achievement



STATE ASSESSMENT PROGRAM

In accordance with House Bill 93-1313, the Colorado Department of Education began assessing student performance in relation to the state model content standards for reading and writing in April 1997. This assessment included 52,000 fourth grade students. Results from this assessment will be available in mid-November.

- The purpose of the assessment is to provide a picture of student performance to educators, the public and policy makers.
- The first year of the Colorado assessment will provide baseline data. These data will be used as the reference point for evaluating student growth in future assessments in these content areas. They will also be viewed by educators, policy makers and the public as an indicator or the starting line for standards-based education in Colorado.
- Results from the assessment will be reported using three performance levels: Partially Proficient - does not meet the standard; Proficient - meets the standard; and Advanced - exceeds the standard. The assessment will show the percent of students achieving each performance level, reported by race/ethnicity, gender, and disabling condition. Results will be available by school, district and state.
- Under current law, the areas and grade levels to be assessed will broaden each year through the year 2001 (see Fig. 2.3).

Fig. 2.3 State Assessment Plan Content Area by Grade and Year

Year	Content Area Reading	Writing	Math	Science
1997	4	4		
1998	4 3	4		
1999	4 3	4	5	
2000	4 3	4	5 8	
2001	4 3	4	5 8	8

- The third grade reading assessment will measure literacy and comprehension in compliance with the Colorado Basic Literacy Act.
- Progress in standards areas not included in the state assessment will be assessed by local districts.

CHARTER SCHOOLS

The 1993 General Assembly enacted the Charter Schools Act (Section 22-30.5, C.R.S.) to provide an avenue for parents, teachers and community members to take risks and create innovative and flexible ways of educating children. A charter school is a public school operated by a governing board as a semi-autonomous school of choice within a school district. A charter or contract between the governing board and the local board of education spells out the program and the operating details.

Demographic Profile

There were 32 charter schools operating in fall 1996, up from 2 in fall 1993. As many as 30 additional charter schools may open in the fall of 1997.

- The number of chartering districts has increased from two to 21 in the four years of the program.
- To date, charters have been granted to 27 parent/teacher/community groups, two non-profit organizations/foundations, one for-profit organization, one university, and one city.
- Of the 32 charter schools open in fall 1996, four were elementary schools, 14 were elementary/ middle schools, five were middle schools, three were high schools, and six were K-12.
- On average, charter school teachers had less experience and lower salaries than the state average. Pupil-teacher ratios were lower in charter schools than in the state as a whole (see Fig. 2.4).

Fig. 2.4 Charter School Teacher Characteristics

	Charter School Average	State Average
Average Salary	$26,781	$36,271
Experience	6 years	13 years
Pupil-Teacher Ratio	17.6 to 1	18.5 to 1

Charter School Financing

The Department of Education funded a three-year study of charter schools. The first year of the study focused on those 14 charter schools that had been in operation for at least a year as of April 1996 and had filed at least one annual school improvement plan as required by the accountability provisions of the Public School Finance Act.

- Eight of 14 schools in the study used a non-district facility and paid rent from their operating budget. The charter schools incurred facility renovation costs in the range from $0 to $200,000.
- School districts must fund charter schools at not less than 80 percent of the district's per pupil operating revenue (PPOR). PPOR is the basic funding available through the Public School Finance Act. Nine (64 percent) of the 14 schools received funding between 80 and 85 percent of PPOR, although two schools received 100 percent.

Charter School Achievement

Until the results of the new state assessments are reported in November 1997, comparable data about the achievement of charter schools is unavailable. However, all 14 schools in the study had set performance goals and were attempting to measure student achievement.

- Six schools provided data that showed they had met or exceeded a significant portion of their performance goals.
- Five schools provided data that showed they had met or exceeded some of their performance goals and were making progress toward the remaining goals.
- Three schools did not provide enough data regarding student achievement to support a determination that they were making progress toward their performance goals.

TEACHER LICENSURE AMENDMENTS

House Bill 97-1058, enacted by the 1997 General Assembly, made a number of changes in the licensing process for teachers.

Renewal of Professional Licenses

- Under the new provisions, employment is not required for a person to renew a professional license.
- Each licensee shall choose renewal activities that will aid the licensee in meeting the statutory standards for a professional educator. Any professional development activities shall apply equally to the renewal of any professional license or endorsement. Consultation with an immediate supervisor is eliminated.
- In establishing rules for renewal, the State Board of Education shall not specify any particular type of professional development activity; require completion of more than 6 credit hours or 90 total clock hours of activities during the term of any professional license; prescribe a schedule for completion of professional development activities during the term of any professional license; or require prior approval or supervision of professional development activities.
- Performance assessments are no longer required to advance from a provisional to professional license.

Other Licensure Changes

- The new law creates an "inactive status." A person who holds a professional license may convert it to inactive status by notifying the Department of Education in writing and transferring the professional license to the department. While on inactive status, the expiration date of the license is suspended. The holder may return the professional license to active status by notifying the department. The license will be reissued with a new expiration date reflecting the period remaining on the license when earlier surrendered. No professional development activities are required during the inactive status.
- The State Board of Education may, at its discretion, issue a professional license to any applicant who is certified by a nationally recognized teacher certification organization that is approved by the State Board, such as the National Board for Professional Teaching Standards.
- The Minority Alternative Teacher Fellowship Program is abolished. This program allotted grants to racial and ethnic minorities to encourage their participation in the Alternative Teacher Program.

SECTION 3.

Educational Performance

On national performance based assessments in mathematics, Colorado fourth and eighth grade students are steadily improving their skills. Colorado student averages on college-entrance examinations were above the national average. Graduation rates increased between 1995 and 1996. Dropout rates for students in grades 7 through 12 improved for the first time since 1990-91. Suspension and expulsion counts have increased since 1993-94.

The number of Colorado's eleventh and twelfth graders who are taking advantage of the Postsecondary Enrollment Options Act has leveled off after increasing since its inception in 1989-90. Additionally, an increasing percentage of high school graduates are attending Colorado public two- and four-year institutions of higher education.

MATHEMATICS ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

Results from the 1996 National Assessment of Educational Progress (NAEP) showed that Colorado fourth and eighth graders are making progress in mathematics. The NAEP assessments use a framework based on the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics. The mathematical abilities and processes measured reflect the Colorado Model Content Standards for Mathematics.

A project of the National Center for Education Statistics, NAEP has collected and reported information on what American students know and can do for over 25 years. In addition to 1996, Colorado fourth graders participated in mathematics assessments in 1992 and eighth graders were assessed in both 1990 and 1992.

Mathematical performance is summarized on a scale which ranges from 0 to 500. Results are also reported according to three achievement levels; Basic, Proficient and Advanced. These levels are based on collective judgments about what students should know and be able to do in mathematics.

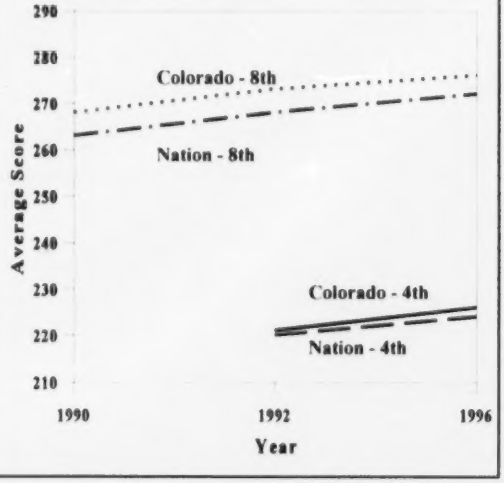
Basic Level. Students demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient Level. Students demonstrate competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter. This level represents solid academic performance for each grade assessed.

Advanced Level. Students demonstrate superior performance.

- Colorado average fourth grade mathematics scores increased significantly from 1992 to 1996 from 221 to 226. Colorado average fourth grade scores exceeded national scores of 220 in 1992 and 224 in 1996 (see Fig. 3.1).

Fig. 3.1 Colorado vs. National Achievement



- The 1996 Colorado eighth grade average score of 276 was significantly higher than the 1992 score of 273 and the 1990 score of 268.

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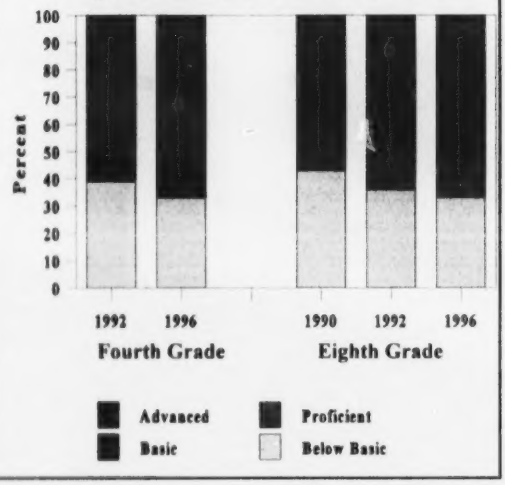
Colorado scores were above the national averages of 263 in 1990, 268 in 1992 and 272 in 1996.

- Colorado showed a significant increase in the percentage of fourth graders at the Proficient and Basic levels between 1992 and 1996, and a significant decrease in the number of students at the Below Basic level.

- Eighth grade performance levels for Colorado increased significantly from 1990 to 1996 at the Basic and Proficient levels. Colorado performance at the Below Basic level significantly decreased during the same time period (see Fig. 3.2).

Fig. 3.2 Performance Level Trends

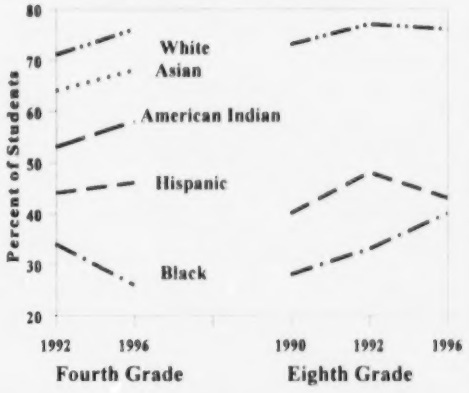


- In 1996 significant achievement gaps continued to exist between white students and students of color in Colorado (see Fig. 3.3). White fourth graders scored an average of 233, above American Indians, 219; Asians, 226; Blacks, 196 and Hispanics, 210. Colorado Asian and White eighth grade average scores, 287 and 283, respectively, exceeded those of Blacks, 255 and Hispanics, 257.

- Males scored higher than females. The average score for Colorado male fourth graders was 227 while the female score was 224. At eighth grade, the averages were 278 for males and 274 for females.

Fig. 3.3 Results by Racial/Ethnic Group

Percent At or Above Basic



- Educational level of parents was related to student achievement. Average scores for Colorado fourth graders whose parents did not graduate from high school was 208; those whose parents were graduates scored 217; those whose parents had some education after high school scored 233; and those whose parents graduated from college scored 234. The trend continued as corresponding scores for eighth grade students were 247, 264, 280, and 287.

- Colorado students eligible for free and reduced-price lunches scored lower than students not eligible. Fourth grade scores were 210 and 233, respectively and eighth grade averages were 259 and 282.

ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

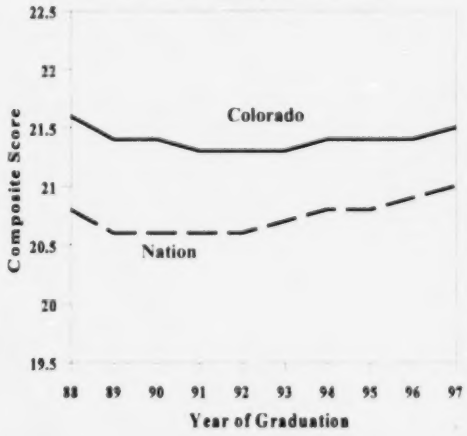
Colorado scored above the national average in 1996-97 on the two tests most commonly used for college admission: the *American College Testing Program* (ACT) and the *Scholastic Aptitude Test* (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Only students who are thinking of attending postsecondary institutions take college admission examinations; other students do not.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, reading, science reasoning and a composite score. Sixty-two (61.7) percent (23,464) of Colorado's Class of 1996 took the ACT.

- Colorado average ACT scores in 1996-97 exceeded the national average in each area reported. The Colorado composite score was 21.5 compared to the national composite score of 21.0 (see Fig. 3.4).

Fig 3.4 ACT Composite Scores



- Scores from 1987-88 to 1989-90 are estimated scores obtained by linking the original older version scales to the new enhanced version which has been used since 1989-90. Of the three scores (English, math, and composite) available over the period 1990-97, English on the 1996-97 ACT declined 0.3 point from 1989-90. The composite increased 0.1 point and math increased 0.3 point in the same period.

- The English, reading and composite scores increased 0.1 point from 1995-96 to 20.8, 22.0 and 21.5 respectively in 1996-97. The science reasoning score remained constant. The mathematics score increased 0.4 point from 1995-96 to 20.9 in 1996-97.

- In the Class of 1997, 65.1 percent of women and 58.1 percent of men took the ACT. Colorado women scored higher than men in English (21.2 vs. 20.3) and reading (22.2 vs. 21.8), but lower in mathematics (20.4 vs. 21.6) and science reasoning (21.2 vs. 22.4).

- Minority students in Colorado scored higher than minority students nationwide except for Asian Americans. Nationally, Asian Americans scored 21.7 on the composite and Colorado Asian Americans scored 20.8.

- Colorado minority students scored lower than White students on the composite ACT score (see Fig. 3.5). However, at the national level Asian Americans and Whites scored similarly (21.7).

- Students who had taken core curriculum scored higher on the ACT than those who had taken less than core. A core curriculum is defined as 4 years of English and 3 years each of math, social studies and science. In Colorado, students taking the core or more scored 22.7 and those taking less scored 19.9.

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Fig. 3.5 1997 ACT Results by Race/Ethnicity

Race/Ethnicity	Number of Students Tested	Percentage of Seniors	Average Score				
			English	Math	Reading	Science Reasoning	Composite
American Indian/ Alaskan Native	230	83%	18.7	18.9	20.2	20.3	19.7
Asian/Pacific Islander	747	65	19.6	22.0	20.1	21.1	20.8
Black	699	44	17.2	17.4	18.0	18.5	17.9
Hispanic	2,209	46	18.1	18.8	19.3	19.6	19.1
White	16,386	54	21.4	21.4	22.6	22.3	22.1
Total*	23,464	62	20.8	20.9	22.0	21.8	21.5

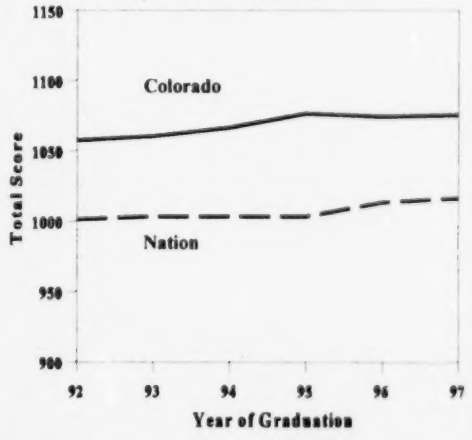
*Numbers do not add to total because some students did not report their race/ethnicity.

SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Thirty percent or 11,378 members of Colorado's Class of 1997 took the SAT.

- Scores of Colorado twelfth graders in the Class of 1997 increased on the College Board's *Scholastic Aptitude Test* (SAT) from the Class of 1996 (see Fig. 3.6). The total score on the SAT for Colorado in 1997 was 1,075, an increase of 1 point from 1996.

Fig. 3.6 SAT Total Scores



- The 1996 scores were recentered to allow more accurate comparisons of verbal and math scores. All scores presented here are recentered for ease of comparison from year to year.
- The Colorado average verbal score remained constant at 536 in 1997 and the average mathematics score increased 1 point to 539 from 1996 to 1997.
- Colorado SAT scores were 31 points higher on the verbal portion and 28 points higher on the mathematics portion than the national average.
- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections.
- Colorado minority student SAT scores were above national minority scores. Using total scores, the comparisons were: American Indian, 1,007 vs. 950; Asian American, 1,067 vs. 1,056; Black, 927 vs. 857; and Hispanic, 1,011 vs. 917.
- The combined scores for Colorado minority student groups were lower than the Colorado average of 1,075.

- The percentage of twelfth graders taking the SAT increased from 26 percent in 1987 to 30 percent in 1997.

Advanced Placement Tests

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

- In Colorado 7,238 candidates were tested in 1997 across all subject area tests. Over half of those tested (56.1 percent) were female. Eighty-five percent of Colorado candidates who reported their race were White. Only 15 percent of the candidates were minority as compared to 23 percent minority students in Colorado's eleventh and twelfth grades.

- Sixty-nine (68.6) percent of the Colorado exams taken were passed at a score of 3 or higher on a 5-point scale. Nationally, 62.9 percent of all exams taken had scored at 3 or higher.

- The three most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, U. S. History, and Calculus.

HIGH SCHOOL GRADUATION AND DROPOUTS

One measure of Colorado's educational performance is the percentage of students who earn high school diplomas. Three indicators of high school graduation are reported: the graduation rate, the dropout rate and the number of high school equivalency certificates awarded.

Graduation Rates

Colorado has a tracking system which accounts for transfers into and out of schools, school districts and the state. The graduation rate for the Colorado Class of 1996 within this system was 77.7 percent. This was based on a four-year rate encompassing grades 9-12.

- The graduation rate excluding the alternative schools was 80.4 percent. Alternative schools have programs which address the needs of students who have dropped out or are at risk of dropping out. Graduation rates of regular school programs were higher than the combined data from regular and alternative programs (see Fig. 3.7).

Fig. 3.7 Graduation Rates for Class of 1996

	Including Alternative Schools		Excluding Alternative Schools	
Group	No. of Grads	Rate	No. of Grads	Rate
Gender				
Male	15,749	74.8%	15,215	77.6%
Female	16,859	80.6	16,151	83.2
Racial/Ethnic				
Amer. Indian/ Alask. Native	237	46.2	215	53.1
Asian/Pacific Islander	981	80.8	960	82.6
Black	1,364	65.1	1,299	70.3
Hispanic	4,109	59.6	3,821	62.2
White	25,917	82.9	25,071	85.1
Total	32,608	77.7	31,366	80.4

- The graduation rate for the Class of 1996 increased 0.3 percentage point from the 1995 graduation rate.

- Female students (80.6 percent) reflected a higher graduation rate than male students (74.8 percent).

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- White students had the highest graduation rate with 82.9 percent and American Indian students had the lowest with 46.2 percent. Asian and White rates increased from 1995, American Indian, Black and Hispanic rates declined.

- Colorado also tracks completer rates. This rate includes students who graduate or receive certificates or other designations of high school completion. The 1996 rate was 79.1 percent. The comparable rate excluding alternative schools was 81.0 percent.

Student Dropouts

Dropouts are students who leave school or terminate their education prior to their expected graduation dates. Students who are known to transfer to other educational programs, including General Education Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school, including alternative schools, during a single school year.

- Colorado's 1995-96 dropout rate for grades 7-12 was 4.0. The rate has fluctuated over the years from a peak of 4.4 in 1986-87 and 1994-95 to a valley of 3.6 in 1990-91.

- Dropout rates, were higher for most minorities (see Fig. 3.8). While the largest number of dropouts, grades 7-12, were White (7,090), the dropout rates were highest for American Indian/Alaskan Native, Black and Hispanic students (see Fig. 3.9).

- One-fifth (20.5 percent) of dropouts left school before reaching tenth grade (see Fig. 3.10).

- Dropout rates were higher in tenth and eleventh grades, among males and in the Denver metro and urban-suburban settings (see Figs. 3.9 and 3.10).

Fig. 3.8 Dropout Rate Trends By Racial/Ethnic Group

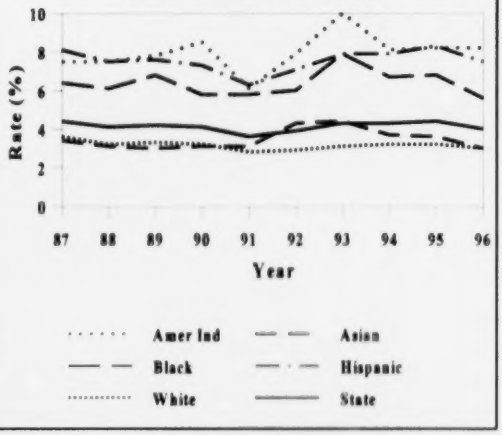


Fig. 3.9 Annual Dropout Rates for Grades 7-12 by Selected Group

Group	Number of Dropouts	Rate
Gender		
Male	7,379	4.4%
Female	5,570	3.5
Racial/Ethnic		
American Indian/ Alaskan Native	294	8.2
Asian/Pacif. Islander	260	3.0
Black	1,021	5.6
Hispanic	4,284	7.5
White	7,090	3.0
District Setting*		
Denver Metro	7,069	4.1
Urban-Suburban	3,616	4.1
Outlying City	719	3.4
Outlying Town	804	2.6
Rural	593	3.7

* Excludes BOCES student counts

Fig. 3.10 1995-96 Annual Dropout Rates for Grades 7-12

Level	Number of Dropouts	Rate
Grade 7	164	0.3%
Grade 8	301	0.5
Grade 9	2,183	3.6
Grade 10	2,733	5.1
Grade 11	2,690	5.8
Grade 12	1,838	4.9
Alternative	3,040	26.5
Total	12,949	4.0

- Of the total seventh through twelfth grade 1995-96 enrollment count, 4,016 students or 1.2 percent were retrievals. These students dropped out the previous school year but were back in the public schools for the 1995-96 school year.

- Students often show a pattern of dropping out and then returning to school a year later. Nearly one-third (29.1 percent) of the 13,775 dropouts in 1994-95 returned the following year.

- Nationally, the U.S. Department of Education reports that in August 1992, 84.1 percent of the eighth grade class of 1988 had completed high school and by 1994 87.5 percent had. An additional 5.3 percent were continuing work towards high school completion. Therefore, some students reported as dropouts will eventually complete their high school education.

Student Suspensions and Expulsions

Legislation enacted in 1993 defines grounds for suspension or expulsion from public schools. This includes but is not limited to possessing a deadly weapon, selling a drug or controlled substance, or for committing robbery or assault, disobedience and persistent defiance of proper authority, defacing of school property, or behavior on or off school property which is detrimental to the welfare or safety of pupils or of school personnel, and repeated interference with a schools' ability to provide educational opportunities to other students.

- A total of 76,362 suspensions occurred in the 1995-96 school year; involving 49,558 elementary and secondary students. Students may have been suspended more than once.

- Males were suspended and expelled more than females (see Fig. 3.11).

Fig. 3.11 Suspensions and Expulsions 1995-96 School Year

Group	Pupils Suspended	Pupils Expelled
Gender		
Male	35,940	1,564
Female	13,618	309
Race/Ethnicity		
American Indian/ Alaskan Native	677	25
Asian/Pacif. Islander	837	32
Black	6,092	164
Hispanic	13,084	586
White	28,868	1,066
School Level		
Elementary	5,932	112
Middle/ Junior High	22,361	755
Senior High	21,265	1,006
Grand Total	49,558	1,873

- Students were suspended more often at the middle/junior high level and expelled more often at the high school level.
- Six percent of suspensions (4,846) lasted for more than five school days.
- The most common reason for suspension and expulsion was detrimental behavior (see Fig. 3.12).
- The total number of students reported as being expelled during the 1995-96 school year was 1,873. Of that number, 514 were expelled for less than the school year, 1,033 were expelled for the remainder of the school year and 326 were expelled into the 1996-97 school year.

Fig. 3.12 Reasons for Suspensions and Expulsions

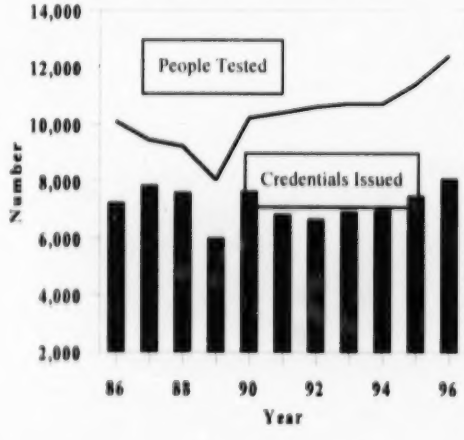
Reasons for Suspensions	Number	Percentage
Detrimental Behavior	50,781	66.5%
Possession of Deadly Weapons	1,316	1.7
Sale of Drugs or Controlled Substances	5,375	7.0
Other/ Unexplained	18,890	24.7
Reasons for Expulsions		
Detrimental Behavior	723	38.6
Possession of Deadly Weapons	583	31.1
Sale of Drugs or Controlled Substances	378	20.2
Other/ Unexplained	189	10.1

High School Equivalency Diplomas

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Diploma through the General Educational Development (GED) testing program. The GED examination, given in 36 test centers in Colorado, consists of five components: writing skills, mathematics, social studies, science and interpreting literature and the arts. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

- In 1996, 12,383 people in Colorado were tested. Of those tested, 7,759 took the complete GED battery and 7,936 met score requirements. In 1996, a total of 8,082 credentials were issued.
- The number of persons who completed the entire battery in Colorado is underreported from the actual number of persons who met score requirements in 1996.
- In 1996 the number of persons tested increased by 8.8 percent and the number of GED credentials increased 8.0 percent from 1995 (see Fig. 3.13).

Fig. 3.13 GED Credentials Issued



- Fifty (49.9) percent of the test-takers were 17 -19 years old. In Colorado, 21.7 percent of the test-takers were age 17, while nationally 11.0 percent were age 17.

- Nationally, 71.5 percent of the test-takers passed in 1996.

- The credentials issued increased 11.8 percent from 7,229 in 1986 to 8,082 in 1996. Nationally credentials issued increased 17.2 percent in the same period.

POSTSECONDARY PARTICIPATION

Participation in Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options Act allows Colorado eleventh and twelfth graders to take certain college courses and receive both high school and college credit. The school districts must pay tuition for students enrolled in one or two courses per academic term for which high school credit is granted.

- One hundred two districts reported 2,902 eleventh and twelfth graders taking courses in Colorado public institutions of higher education for high school and college/ university credit in 1995-96.

- Twenty-eight participating Colorado public institutions of higher education and two vocational technical schools were attended by 717 eleventh graders and 2,185 twelfth graders.

- Across both first and second semesters, 92.7 percent of participants took only one or two courses. Two (2.2) percent, or 34 students first semester and 40 students second semester, attended the institutions of higher education on a full-time basis.

- The number of participants decreased only 8 students from 1994-95 to 1995-96.

- High school students also may attend postsecondary institutions on their own or through other programs in which high school credit is not obtained or the district does not pay tuition. There were 509 known students attending under other circumstances.

Continuation to Postsecondary Education

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 59 percent of 1996 high school graduates went on to postsecondary education in fall 1996: 46 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.

- An estimated 28 percent additional high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.

- Of Colorado students entering a four-year college in fall 1990, 50.3 percent had received a bachelor's degree within six years. Less than half, 41.7 percent, had received a bachelor's degree in five years.

HOW COLORADO COMPARES

How do Colorado's efforts to improve public schools and raise student achievement compare to other states? Education Week in *Quality Counts*, a supplement to the January 22, 1997 issue, graded states on their policies and performance in four major categories-- academic standards, quality of teaching, school climate, and funding. The bottom line for any reform is student achievement so states were ranked on students' scores on the National Assessment of Educational Progress (NAEP).

- The grade for academic standards focused on what students are expected to know and be able to do in what subject areas, how

performance is judged through assessments and accountability for results. Colorado received an incomplete because the assessment system was not to be put in place until spring 1997 (see Fig. 3.14).

Fig. 3.14 Grades and Ranks on Educational Reform

Focus	National Grade	Colorado Grade	Colorado Rank
Academic Standards	B	I	NA
Quality of Teaching	C	B-	5th
School Climate	C-	C	16th
Funding			
Adequacy	C+	D	44th
Allocation	C-	C-	25th
Equity	B-	B-	21st

- Quality of teaching was graded on a variety of indicators such as holding a degree in the subject area taught, graduating from an accredited university, incentives for national board certification, and incorporation of standards into teacher preparation curriculums. Although Colorado received a B-, among the states it ranked 5th.

- School climate grades were centered around how schools should be organized and run to be effective. Indicators included class size, local autonomy, safety, teacher and principal roles, and student and parent roles. Colorado ranked 16th and earned a grade of C.

- Resources were judged in three areas. Adequacy examined per pupil spending and fiscal effort. Allocation focused on the percent of expenditures spent on instruction, the investment in technology and the extent to which schools were in need of repair. Equity looked at per pupil spending across all districts. Colorado grades matched those of the nation on allocation and equity, but was awarded a D in adequacy of funding, earning a rank of 44th.

- Both Colorado and the nation had 28 percent of fourth graders scoring at proficient or advanced levels on the 1994 NAEP reading assessment. Colorado ranked 19th among the states. Unfortunately this indicates that 72 percent could not read at a proficient level.

- Twenty-two percent of Colorado eighth graders scored at the proficient or advanced levels on the 1992 NAEP mathematics assessment, one percentage point above the nation. Colorado ranked 11th.

SECTION 4.

School Age Demographic Profile

Colorado's total public school membership has increased since 1983. There have been large increases in membership the past seven years, which reflect in-migration to Colorado. The increase is expected to continue through the end of the century. Private school enrollment increased slightly during the last few years, and a small but growing number of students are being served in home-study programs.

A growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty and children who are homeless or abused. During the teenage years, many at-risk behaviors are exhibited, including alcohol and drug abuse, sexual activity, suicide attempts, and violence.

PUBLIC SCHOOL MEMBERSHIP

Membership Trends

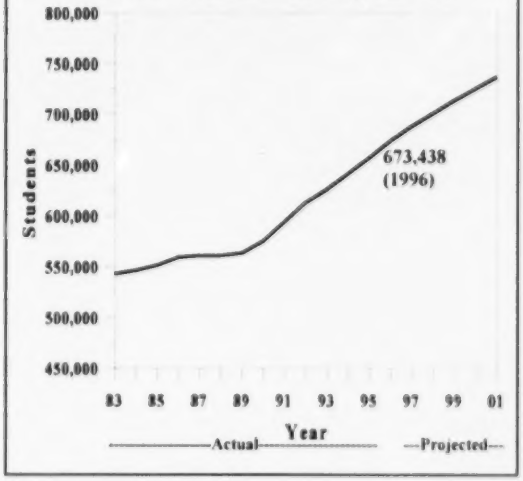
Colorado pupil membership is increasing and is expected to continue to increase through the year 2001. Fall pupil membership reflects a one-day count taken on the official count date, October 1, each year.

- In fall 1996, there were 673,438 students in membership in Colorado's public schools. Public schools experienced a downward trend between 1972 (574,248) and 1983 (542,196), during which time school membership declined 5.6 percent. However, membership is once again increasing and has expanded 24.2 percent since 1983 (see Fig. 4.1).

- The large growth in pupil membership between 1995 and 1996, an increase of 2.6 percent or 17,159 students, has enlarged future projections. It is projected that Colorado's pupil membership will increase an average of 1.8 percent per year through fall 2001.

- The grade K-6 fall membership total of 369,462 represented an increase of 1.4 percent over 1995, while membership in grades 7-12 expanded by 3.6 percent from 1995 to a total of 290,455 students. Secondary school membership has grown as the larger K-6 population moves into the secondary grades and as secondary-age students have migrated into Colorado.

Fig. 4.1 Pupil Membership Trends



- Membership counts for 1996 also include 12,520 prekindergarten pupils and 1,001 ungraded students.

- There were 188,436 minority students in membership in fall 1996 which represents a 46.9 percent increase over 1986. Minority students accounted for 28.0 percent of total student membership in 1996 (see Fig. 4.2).

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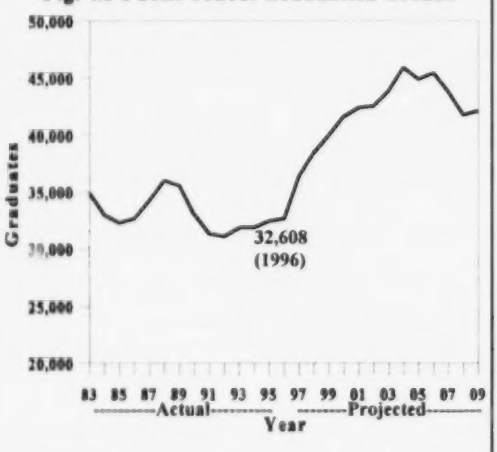
Fig. 4.2 Fall Pupil Membership by Race/Ethnicity

Race/ Ethnicity	1986 Count	1986 %	1996 Count	1996 %
American Indian/ Alaskan Native	4,198	0.7%	7,305	1.1%
Asian/Pacific Islander	11,598	2.1	17,388	2.6
Black	27,235	4.9	37,207	5.5
Hispanic	85,215	15.3	126,536	18.8
White	430,169	77.0	485,002	72.0
Total	558,415	100.0	673,438	100.0

Graduation Trends

Colorado public high schools graduated 32,608 students in 1996. This number increased 0.6 percent from 1995. Over the next ten years, graduate numbers are expected to increase 39.1 percent to 45,362 graduates in the year 2006. A general downward trend is projected after the peak in 2004 (see Fig. 4.3).

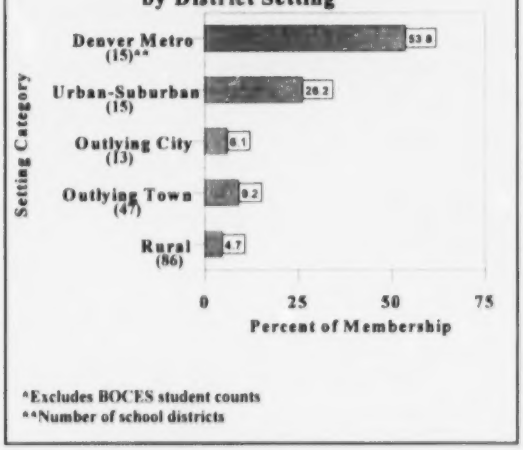
Fig. 4.3 Public School Graduation Trends



Pupil Distribution

Fifty-four (53.8) percent of public school students attended school in one of the 15 Denver metro districts. Less than 5 percent of students resided in the 86 rural school districts (see Fig. 4.4).

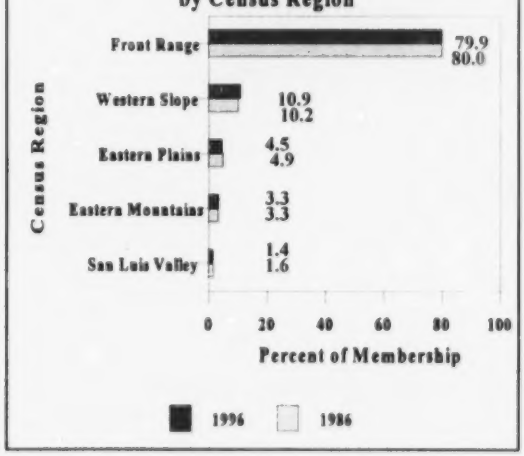
Fig. 4.4 1996 Pupil Membership by District Setting*



*Excludes BOCES student counts
**Number of school districts

- There was little change in the proportion of pupil membership found in each of the five Colorado census regions from 1986 to 1996. The front range, eastern plains, and San Luis Valley each showed a decrease in proportion of membership of less than 1.0 percent. The western slope had an increase of less than 1.0 percent (see Fig 4.5).

Fig. 4.5 Pupil Membership by Census Region



PRIVATE SCHOOL ENROLLMENT

Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver metro area.

- In fall 1996, 49,078 students were enrolled in 396 private schools. Private school students constitute 6.8 percent of the state's school age population. Private school enrollments reported to the state ranged from one student to 1,292 students with an average student enrollment of 124.

- Independent schools accounted for 31.3 percent of the number of private schools and 20.6 percent of private school enrollment. Catholic schools represented 14.6 percent of private schools and 33.6 percent of private school enrollment (see Fig. 4.6).

Fig. 4.6 1996 Reported Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Baptist	25	2,859
Catholic	58	16,486
Episcopal	3	626
Independent	124	10,126
Jewish	9	826
Lutheran	38	4,000
Montessori	26	986
7th Day Adventist	23	1,226
Special Education	3	383
Miscellaneous	87	11,560
Total	396	49,078

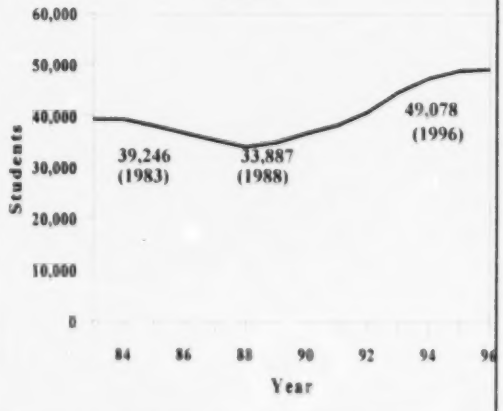
- Kindergarten and elementary schools constituted 65.9 percent of the total number of private schools and 54.5 percent of private school enrollment (see Fig. 4.7).

Fig. 4.7 1996 Reported Private School Enrollment by Level

Level	Number of Schools	Student Enrollment
Kindergarten	81	1,320
Elementary	180	25,427
Middle School	3	289
Senior High	26	4,676
Special Education	3	383
Alternative Education	1	55
Combined K-12	102	16,928
Total	396	49,078

- Private school enrollment was up 0.6 percent from 1995. The 1996 enrollment is the highest reported private school enrollment ever in Colorado (see Fig. 4.8).

Fig. 4.8 Private School Enrollment Trends



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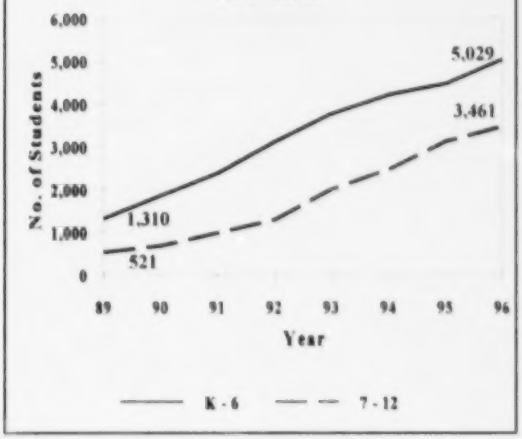
COLORADO HOME STUDY

Colorado parents have the option of enrolling their school age children in a home-study program upon district notification. An increasing number of families are exercising this option. Still, those children reported receiving their education at home accounted for about 1 percent of the total school age population of Colorado in 1996.

- A total of 8,490 students were reported in home-study programs in 1996, an increase of 12.2 percent over the previous year.
- Home-study enrollment for grades K-6 children increased by 12.8 percent over 1995. Enrollment for 7-12 grade children increased by 11.3 percent over 1995 (see Fig. 4.9).
- K-6 children constitute the majority of home-study enrollment at 59.2 percent.

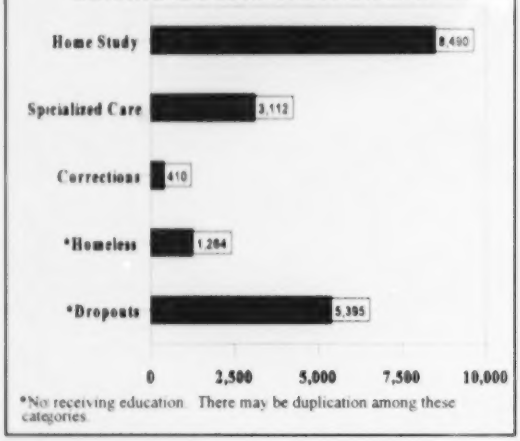
Fig. 4.9 Home-Study Program Enrollment



COLORADO'S NON-SCHOOL POPULATION

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 92 percent of the state's school age population is enrolled in public school, and another 7 percent attend private school. However, many children receive their education in less traditional settings, and many do not receive any education at all. In an effort to capture a picture of where the remainder of Colorado's school age children were being educated on October 1, 1996, the following data were collected or estimated (see Fig. 4.10).

Fig. 4.10 School Age Population Not Enrolled in Public or Private Schools



*Not receiving education. There may be duplication among these categories.

- In 1996, Colorado's public school districts reported 8,490 school age children enrolled in home-study programs.
- Students placed in specialized care facilities often receive their education on the premises. As of October 1, 1996, 3,112 children were receiving instruction in residential child care facilities, group homes, residential facilities for developmentally disabled, hospitals and mental health centers.

- Counts by the Department of Institutions show that 410 school age children were being housed in long- and short-term correctional facilities and receiving their educations within the facilities.

- An estimated 1,264 homeless school age children were not attending schools as reported by the *1993 Status Report--Education for Homeless Children and Youth*.

- In 1995-96 there were 12,949 dropouts from Colorado public schools. It is estimated that 5,395 of these students had already dropped out of school as of October 1, 1995.

COLORADO YOUTH AT RISK

Potential at-risk students include minorities, homeless children, students living in poverty, and children in single parent families. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

The number of children in Colorado who are at risk is sizeable. Every day, the lives of numerous children are affected by at-risk factors such as pregnancy, drugs and alcohol, dropping out and abuse or neglect (see Fig. 4.11).

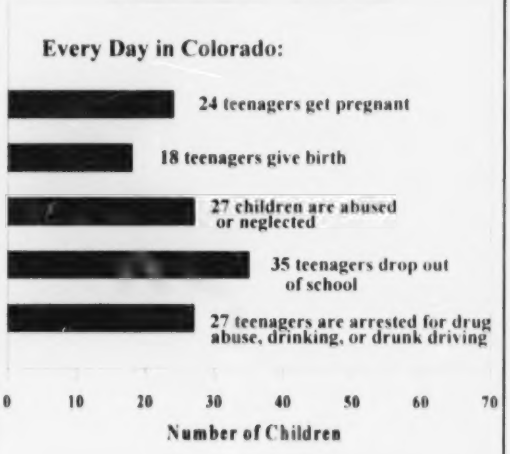
Children in Poverty

The number of poor children under 18 in Colorado in 1990 was 126,181. The percentage of children who were poor was 15.0 percent. Among the states from lowest to highest percentage, Colorado ranked 23rd.

- The number of poor children in Colorado increased 34,886 from the 1980 figure of 91,295.

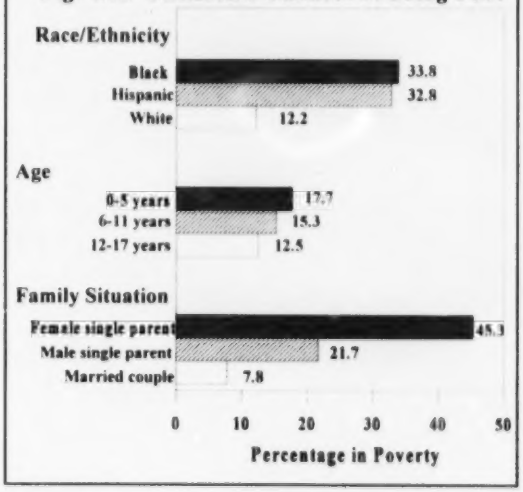
- During the same period, the percentage of Colorado children who were poor increased 3.5 percentage points from 11.5 to 15.0. Colorado had the 10th largest increase in the United States.

Fig. 4.11 Children At Risk



- The chance of being a poor child in Colorado is 15.3 percent. Minority children, children five and under, and children from single parent families are at even greater risk of being poor (see Fig. 4.12).

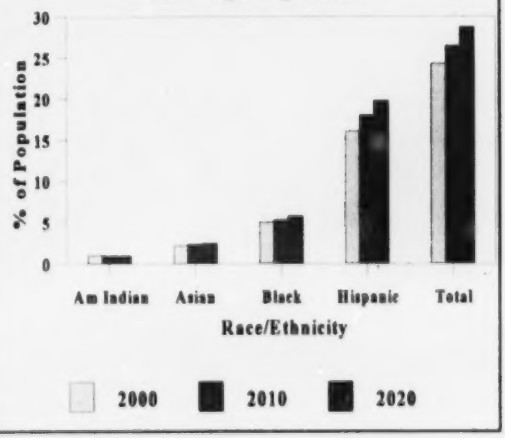
Fig. 4.12 Children's Chances of Being Poor



Minority School Age Population

The minority school age population in Colorado was projected to be 191,112 in 2000. This figure includes all minority persons in the 5-17-year-old range, whether enrolled in public schools, private schools, or institutions, or not in school. In 2000, these students will account for 24.2 percent of the total school age population and this percentage is projected to increase to 28.7 in 2020 (see Fig. 4.13).

Fig. 4.13 Projected Minority School Age Population



- Minority school age population is projected to increase 35.3 percent from 2000 to 2020. The non-minority population is expected to increase 7.7 percent over the same period.
- The Hispanic school age population will show the greatest absolute growth among all groups, increasing 51,219 persons between 2000 and 2020.
- The San Luis Valley and front range public schools had the largest proportion of minority public school enrollments in 1996 (see Fig. 4.14).
- All areas had larger percentages of minority children enrolled in public school in 1996 than 1986. The front range had the greatest increase in percentage of minority students.

Fig. 4.14 Colorado Public School Minority Enrollment by Region

Region	1986 Minority Total	1986 Minority Percent	1996 Minority Total	1996 Minority Percent
Front Range	108,477	24.3%	160,700	29.9%
Western Slope	6,565	11.5	11,238	15.4
Eastern Plains	5,590	20.5	7,371	24.1
Eastern Mountains	2,960	15.9	3,827	17.4
San Luis Valley	4,654	52.8	5,300	55.0
Total	128,246	23.0	188,436	28.0

Homeless

Due to unemployment, inability to pay rent or make mortgage payments, or moving to seek work, many families with children are left without homes. Education is often not a priority because homeless parents are concerned first about securing food, clothing and shelter for themselves and their offspring.

- An October 1, 1996 count of students identified 3,265 homeless children attending school. This number is a 14.0 percent decrease from 1995.
- A more thorough survey of homelessness was conducted in October 1993. In Colorado, 4,356 children and youth were estimated to be homeless according to the *1993 Status Report--Education for Homeless Children and Youth* (see Fig. 4.15).
- According to the report, 71.0 percent of homeless children and youth were attending school as of the October 1993 study period.
- Reasons that homeless children were not attending school included the stigma and psychological disabilities that come from homelessness, the constant mobility of homeless life and lack of stability, parental

disregard for the child's education, difficulty in transportation and a lack of basic necessities.

Fig. 4.15 1993 Homeless Children by School Level and Type of Housing

School Level	Number	Type of Housing	Number
Elementary	2,170	Public Shelters	72
Middle/Junior High	894	Private Shelters	2,967
High School	1,292	Relatives or Friends	1,317
Total	4,356	Total	4,356

Child Abuse

In 1995, there were 5,693 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports involved 7,602 victims.

- Child abuse includes physical abuse, neglect, emotional abuse/neglect, and sexual abuse (see Fig. 4.16).

Fig. 4.16 1995 Incidence of Child Abuse

Type of Abuse	Number
Physical Abuse	2,257
Neglect	4,769
Medical Neglect	527
Emotional Abuse/Neglect	1,032
Sexual Abuse	1,160

* Incidence will not add to total victims because a victim can be classifed under one or more abuse categories

- There were 23 known deaths in Colorado resulting from child abuse in 1995.

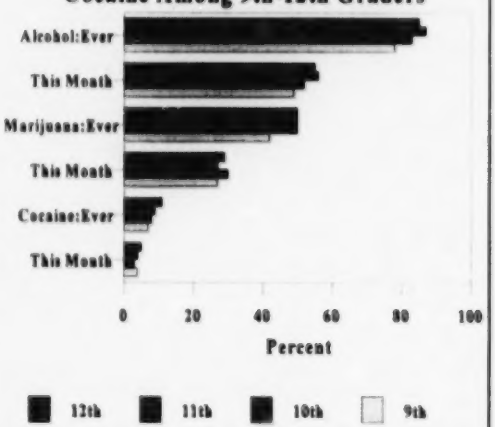
- The number of confirmed reports of child abuse decreased 3.3 percent from 1994. The number of victims decreased 2.7 percent in the same period.

Teenage Alcohol and Drug Abuse

Substance abuse is a serious issue facing Colorado schools. In 1995, 2,246 ninth through twelfth graders were surveyed regarding prevalence and frequency of drug and alcohol use.

- Three out of four students had tried alcohol by ninth grade and most twelfth graders had (see Fig. 4.17). Thirty-two (32.1) percent of ninth graders and 38.8 percent of twelfth graders had drunk five or more drinks on one occasion in the past 30 days. Four (4.1) percent of all students reported having five or more drinks 10 or more times within that period.

Fig. 4.17 Use of Alcohol, Marijuana and Cocaine Among 9th-12th Graders



- Within the past month, 38.0 percent of all students surveyed had been in a car with someone who had been drinking. Twenty-two (22.4) percent of twelfth graders in the past 30 days had driven a car after drinking.

- Half (47.8 percent) of respondents had tried marijuana at least once in their lives and 28.6 percent had used some within the past month.

- Nine (8.6) percent of respondents reported they had tried cocaine and 4.0 percent had used it within 30 days.

Teenage Sexual Behavior and Pregnancy

Sexual behavior was tracked in the *1995 Youth Risk Behavior Survey* in Colorado. One-third (32.9 percent) of ninth graders had sexual intercourse at least once in their lives while 62.2 percent of twelfth graders reported they had.

- Males were more likely to have had sex before age 13 than females, 12.1 percent vs. 3.9 percent.

- Seventeen (17.3) percent of respondents who'd had sexual intercourse reported using no pregnancy prevention measures the last time they had intercourse. When prevention methods were used, condoms, birth control pills and withdrawal, in that order, were most commonly used.

- One-fourth (27.4 percent) of respondents who'd had intercourse had used alcohol or drugs during their last sexual experience.

- Twelve (12.2) percent of female respondents, grade 12, had been pregnant once in their lives.

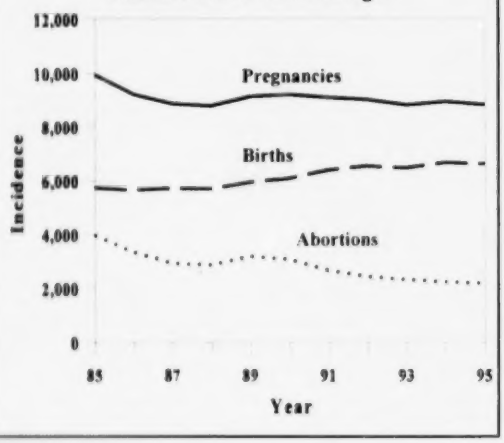
Teen pregnancy numbers for Colorado females aged 10-19 have decreased from 1985 to 1995. During the same period, abortions have also decreased. The number of live births decreased until 1986, but has increased in recent years (see Fig. 4.18).

- Teen fertility rate is defined as the number of births annually per 1,000 15-19-year-old females in the population. This rate increased from 46.7 in 1985 to 57.8 in 1991 and decreased to 52.2 in 1995.

- Colorado fertility rates for females 15-19 years of age were lower than the national rates for the same age group.

Fig. 4.18 Teenage Pregnancy

Females 10-19 Years of Age



- From 1985 to 1995, the proportion of teenage pregnancies resulting in birth has increased from 57.6 percent to 74.9 percent. The proportion ending in abortion has decreased from 40.0 percent to 24.6 percent during the same period.

Teenage Suicide

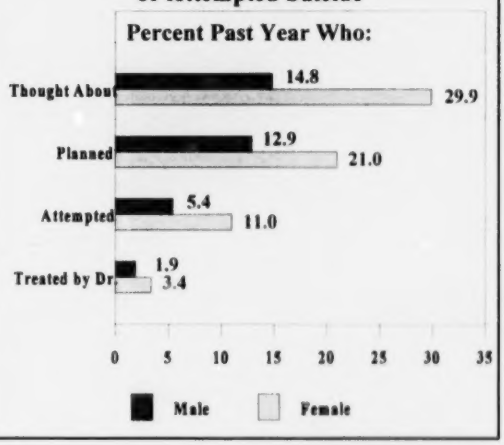
After injuries, suicide is the 2nd leading cause of death for Colorado teenagers. Nationally, it is the 3rd leading cause of death for teenagers. Suicide is most common among teenagers and young adults. The *1995 Youth Risk Behavior Survey* questioned respondents' thoughts, plans and attempts of suicide.

- Females were more likely to have reported that they thought, planned, attempted or were treated for suicide than male students (see Fig. 4.19).

- Only 2.6 percent of respondents reported an attempt serious enough to require medical treatment.

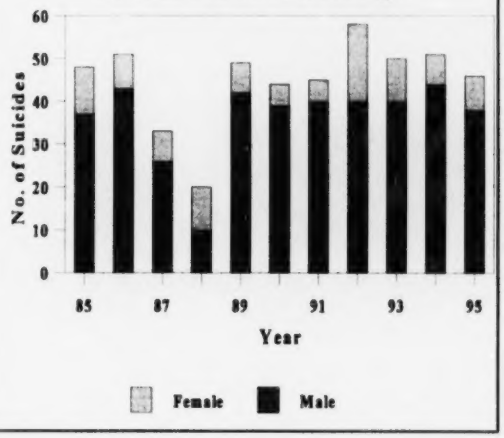
- Four (3.5) percent had attempted suicide more than once in the past year.

Fig. 4.19 Students Who Considered or Attempted Suicide



Colorado teenage suicide rates have varied widely over the last 10 years. In 1995, 43 Colorado youth, aged 10–19, committed suicide (see Fig. 4.20). In general, teenage suicide rates for Colorado tended to be higher than the national rates. The 1995 national suicide rate (deaths per 100,000 15-24-year-olds) was 13.3 and Colorado's comparable rate was 18.2.

Fig. 4.20 Teenage Suicides by Gender for Teens 10-19 Years of Age



- Suicide rates for 10-19 year olds decreased from 11.7 in 1992 to 8.3 in 1995. Teen suicide rates generally have been higher in the past ten years than before 1985.

- Male teenagers commit suicide at a much greater rate than females. The 1995 male suicide rate for 10-19 year olds was 13.1 and the female rate was 3.2.

Teenage Violence and Potential Violence

The *1995 Youth Risk Behavior Survey* also asked about carrying weapons and physical fights.

- Males reported carrying weapons more frequently than females. Thirty-two (32.2) percent of males had carried a weapon in the past 30 days and 8.9 percent of females had.

- Males were involved in more fights than females. Forty-two (42.4) percent of males had been in at least one physical fight within the past year and 25.6 percent of females had.

- Six out of ten (59.7 percent) fights were with a family member or a friend.

Programs for Colorado Students At Risk

There are a wealth of federal and state programs to assist students at risk of not succeeding educationally in Colorado. The assistance needy students may receive ranges from additional educational support to health services or meals. Such programs include special education, Title I, migrant education, bilingual education, gifted and talented programs, free and reduced lunch, drug-free schools, comprehensive health programs and others. The two largest support programs are special education, described in Section 6, and Title I.

Nutrition programs affect many Colorado school children. More than 24 percent of students were eligible for free lunches in October 1996.

- All but three school districts in Colorado participated in the National School Lunch Program. The National School Breakfast program was offered in 703 schools. Colorado schools serve 48.6 million lunches and 7.5 million breakfasts in 1996.

- The Summer Food Service Program for Children funds nutritious meals and snacks for children in needy areas when school is not

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in session during the summer. In 1996 approximately 21,400 children in Colorado participated in the program.

Title I of the Improving America's Schools Act is the largest federally funded program designed to improve the education of children attending schools with high concentrations of children from low-income families and local institutions for neglected or delinquent children. Title I funds are allocated to local school districts on the basis of a formula containing census and other data, and are used to supplement state and local funds for enriched educational services to help educationally needy children meet challenging state standards.

- In the 1996-97 school year, approximately $64 million in Title I funds served nearly 46,000 children in 167 Colorado school districts and 48 local institutions for neglected or delinquent children.

- Services were provided in the schools with the highest poverty levels. Thirty-seven (36.7) percent or 546 of the 1,487 schools in Colorado had Title I programs in 1996-97.

Some promising efforts supported by Title I funds in Colorado:

- Schoolwide programs for all children in high poverty schools (50 percent and higher) upgrade the school's entire educational program.

- Preschool services and extended-day kindergartens coordinate with other special programs.

- Targeted assistance programs allow flexible designs based on children's needs that include in-class, before- and after-school, extended year, summer program, and pull-out models.

- Parents are trained and participate in family literacy activities such as Family Math, Family Science, Parents as Partners, and Paired Reading.

- Professional development is sustained and ongoing to significantly upgrade the quality of instruction.

- Technology is utilized to enhance instruction.

- Accountability is improved by using authentic assessments to measure how well at-risk children meet the state's student performance standards expected of all children.

SECTION 5.

Educational Personnel

Colorado school districts employ over 70,000 people, more than half of whom are classroom teachers. Minorities continued to be under represented among Colorado teachers and administrators. Females were under represented as administrators, but the percentage of female principals has increased from 26 to 44 percent since 1986 and superintendents from 1 to 14 percent. Males were under represented as classroom teachers, and the percentage of male elementary teachers has declined from 15 to 13 percent from 1986 to 1996. The number of graduates of teacher education programs decreased 26 percent from nearly 3,400 in 1993-94 to almost 2,500 in 1995-96. However, only 1,832 beginning teachers were hired in Colorado in fall 1996.

PROFILE OF SCHOOL DISTRICT PERSONNEL

Educational Staff Trends

In fall 1996, Colorado school districts employed 71,225.3 full-time equivalent (FTE) personnel. From fall 1986 to fall 1996, school district staff increased by 12,685.9 or 21.7 percent. During that same period, student membership increased by 115,023 or 20.6 percent.

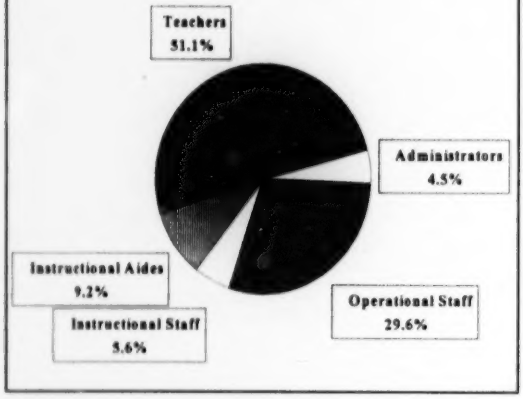
- Classroom teachers numbered 36,397.8 FTE and constituted 51.1 percent of all school district personnel in 1996 (see Fig. 5.1). Classroom teachers increased by 18.5 percent between 1986 and 1996, and accounted for 44.9 percent of the total staff increase during that period.

- Instructional aides numbered 6,532.1 FTE in 1996 and represented 9.2 percent of all personnel. Since 1986, the number of instructional aides has increased 64.8 percent.

- Instructional support staff numbered 4,005.6 FTE and constituted 5.6 percent of district staff. This category included counselors, librarians, curriculum specialists, psychologists, audiologists, occupational therapists, physical therapists, speech correctionists, school nurses, social workers and teachers on special assignment. Instructional support staff increased 20.8 percent between 1986 and 1996.

- Operational staff in fall 1996 accounted for 29.6 percent of all staff and numbered 21,051.7 FTE. This included office support staff, food service workers, custodial staff, transportation personnel and library aides. Between 1986 and 1996, operational staff increased by 20.6 percent.

Fig. 5.1 School District Personnel



- Administrators numbered 3,238.1 FTE and represented 4.5 percent of all staff. Administrators included superintendents, assistant superintendents, principals, directors and supervisors of services, administrative assistants, business managers, attendance officers and deans.

- Administrator FTE increased by 215.7, or 7.1 percent since 1995. Between 1986 and 1996 the total number of administrators increased by 142.5 FTE, or 4.6 percent.

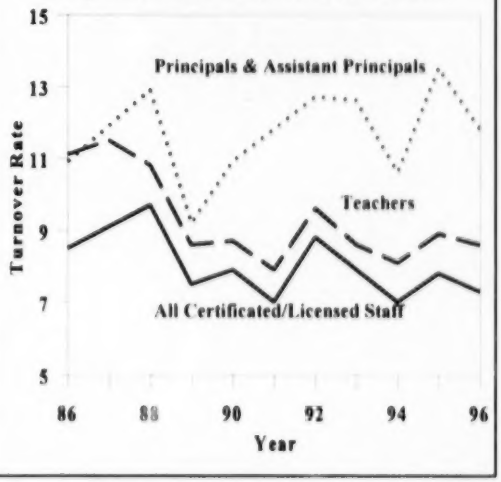
In fall 1996, there was one full-time employee for every 9.5 students. Colorado school districts employed:

- one teacher for every 19 students,
- one operational staff member for every 32 students,
- one instructional aide for every 103 students, and
- one administrator for every 208 students.

Turnover in School District Staffing

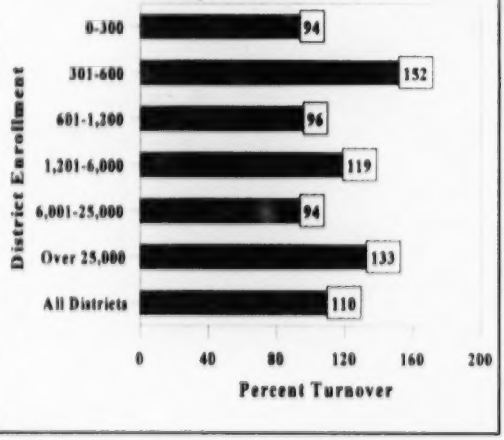
The turnover rate for all certificated/licensed school district personnel declined from a high of 9.7 percent in 1988 to 7.3 percent in fall 1996 (see Fig. 5.2). The turnover rate is the percentage of total staff in a given year who left before the beginning of the next year.

Fig. 5.2 Staff Turnover Rate Trends



- The turnover rate for principals and assistant principals decreased from 13.5 percent in 1995 to 11.8 percent in 1996.
- Classroom teachers experienced lower turnover rates than other staff categories, but higher than the average for all certificated/licensed staff. Teacher turnover decreased from 11.1 percent in 1986 to 8.6 percent in 1996.
- Over the last five years, 1992 through 1996, the annual turnover rate for the state's 176 superintendents has averaged 22.0 percent. In 1996, the turnover rate was 28.4 percent as 50 superintendents left their jobs.
- The total turnover for the past five years has been 194 of 176 superintendents, or 110 percent. Of the 194 superintendent changes, only 49 of those hired were previous Colorado superintendents.
- During the past five years 121 districts or 69 percent had one or more superintendent changes, 53 districts had two or more changes and 16 had three or more. Only 55 districts had the same superintendent for the five-year period.
- The five-year superintendent turnover rates by district size have ranged from a low of 94 percent for districts sized 0 - 300 and 6,001-25,000 to a high of 152 percent for districts with 301-600 students in membership (see Fig. 5.3).

Fig. 5.3 Superintendent 5-Year Turnover Rates by Size of District



- Preliminary 1997 figures indicate that over 45 Colorado superintendent changes will occur.

Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities comprised 28.0 percent of the student population in fall 1996, they accounted for only 9.2 percent of licensed personnel. Minorities were under represented as classroom teachers, principals and superintendents. Women were under represented as secondary school principals and superintendents, and men were under represented as classroom teachers at the elementary level.

- In fall 1996, minorities represented 28.0 percent of Colorado public school students and 9.0 percent of classroom teachers. Minority representation among classroom teachers has increased less than 1 percentage point since 1986, whereas student minority representation has increased 5.0 percentage points (see Fig. 5.4).

Fig. 5.4 Education Population Percentage Minority

	1986	1996
State Population	18.0%	20.5%
Students	23.0	28.0
Teachers	8.6	9.0
Principals	12.9	13.5
Superintendents	4.6	5.1

- The Hispanic teacher population has increased by 39.1 percent in the 10-year period, yet Hispanics still comprised only 5.9 percent of all classroom teachers in 1996. Hispanic students represented 18.8 percent of the student population in 1996.

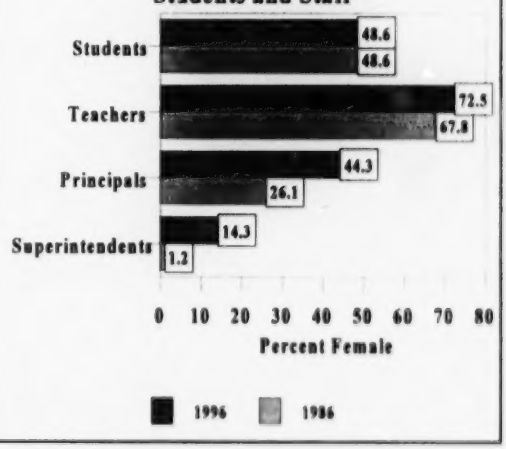
- Black teachers represented 1.7 percent of all Colorado teachers in 1996, while Black students were 5.5 percent of the student membership.

- In order to reflect the student population more closely, minority representation among classroom teachers would have to increase dramatically. The number of Asian/Pacific Islander, Black and Hispanic teachers would have to triple. The number of American Indian teachers would have to double.

- Minorities accounted for 13.5 percent of principals in 1996, an increase of 0.6 percentage points since 1986. At the same time, minority superintendents increased 0.5 percentage points.

- Women now account for 72.5 percent of classroom teachers. Since 1986, the proportion of female principals has risen from 26.1 percent to 44.3 percent. Women represented only 14.3 percent of Colorado superintendents in 1996 (see Fig. 5.5).

Fig. 5.5 Percentage Female Students and Staff



- In 1996, 27.5 percent of all classroom teachers were male, down from 32.2 percent in 1986. The percentage of male elementary teachers decreased from 15.3 percent in 1986 to 12.8 percent in 1996.

- The percentage of classroom teachers under 30 years of age increased from 1995 to 1996 from 10.7 percent to 11.4 percent. The percentage 50 years old and older increased from 24.3 percent in 1995 to 27.0 percent in 1996, up from 18.4 percent in 1986.

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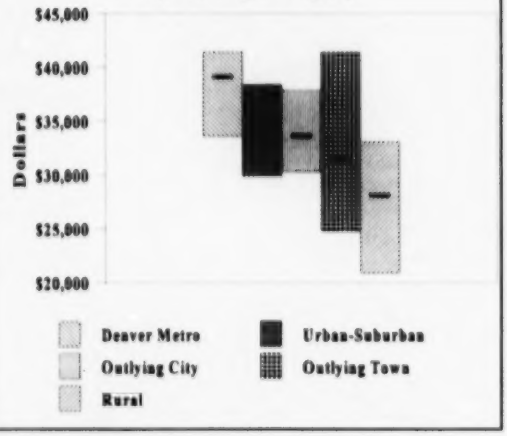
- Nearly half (47.2 percent) of Colorado's teachers held a Master's degree or higher in 1996, an increase of only 1.2 percentage points since 1986.

Average Annual Salaries

In fall 1996, the average salary for a Colorado public school teacher was $36,271. This represents a 2.6 percent increase over the previous year's average of $35,364 and a 32.4 percent increase over 1986's average teacher salary of $27,387. However, after adjusting for inflation in the Denver consumer price index, average teacher salaries declined 6.7 percent over the 10-year period.

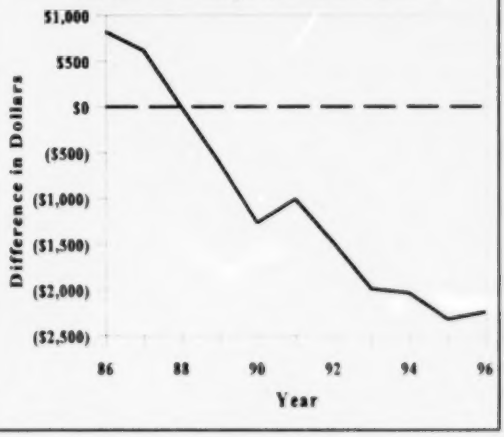
- Colorado's average teacher salaries for individual districts ranged from $20,872 in a rural district to $41,413 in a Denver metro district. The rural setting districts had the lowest average salary of $28,075 while the Denver metro districts had the highest average salary of $39,096 (see Fig. 5.6).

Fig. 5.6 1996 Average Teacher Salaries by Setting Category



- Colorado's average teacher salary was lower than the national average in 1996. In 1989, Colorado's average teacher salary dropped below the national average for the first time since 1978. In 1996, the trend continued as Colorado's average teacher salary was $2,245 below the national average (see Fig. 5.7).

Fig. 5.7 Difference Between Colorado and National Average Teacher Salaries



- The Colorado 1996 average teacher salary of $36,271 was below the national average salary of $38,516. However, the 1996 consumer price index in Denver of 153.1 (CPI-U) was below the national CPI-U of 156.9. If the national average salary was adjusted down to the Denver CPI, the national salary would have been $37,583.

- In fall 1995, Colorado ranked 24th nationally in average teacher salary, moving up from 25th in 1993 and 1994.

- The 1996 average annual salary for Colorado's principals was $59,111, a 3.1 percent increase over the previous year and a 36.1 percent increase over 1986. Principals in districts of 25,000 students or more had an average salary of $64,177, while principals in districts of 300 or less students had an average salary of $40,263.

- The average 1996 salary for Colorado's superintendents was $67,245, which represented a 4.6 percent increase over the average superintendent salary of 1995 and a 44.6 percent increase over 1986. Superintendents in districts of 25,000 pupils or more averaged $108,372 per year, while superintendents in districts of 300 or fewer students had an average salary of $52,665.

EDUCATOR PREPARATION AND LICENSURE

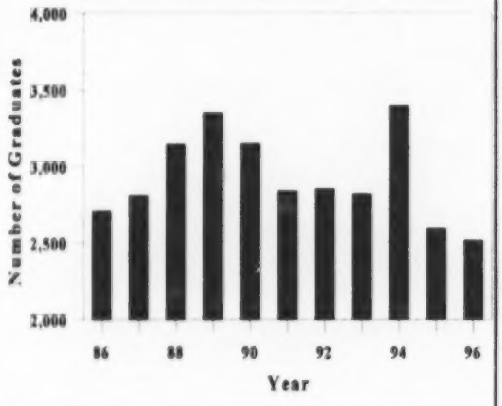
Sixteen approved Colorado institutions of higher education prepared 2,517 graduates for licensure in 1996 (see Fig. 5.8). This represented a 3.0 percent decrease over 1995 and the smallest number of graduates since 1983 when 2,505 graduated. In fall 1996, only 1,832 teachers without previous teaching experience in Colorado or another state were hired in Colorado.

Fig. 5.8 1996 Graduates Eligible for Licenses

Institution	Number of Graduates	Percent of Graduates
U.N.C.	480	19.1%
Metro State	355	14.1
C.U. - Denver	262	10.4
C.U.-Boulder	259	10.3
C.S.U.	249	9.9
D.U.	154	6.1
C.U. - Co Springs	131	5.2
Southern Colorado	121	4.8
Fort Lewis	120	4.8
Regis	102	4.1
Adams State	77	3.1
Western State	61	2.4
Colorado College	43	1.7
University of Phoenix	41	1.6
Mesa State	36	1.4
Colorado Christian Univ.	26	1.0
Total	2,517	100.0

- The number of graduates of teacher and administrator preparation programs between 1986 and 1996 has ranged from a low of 2,517 in 1996 to a high of 3,396 in 1994 (see Fig 5.9). To some extent the large number of education graduates in 1994 can be attributed to the perceived need to receive certification prior to the July 1, 1994 change over to licensing.

Fig. 5.9 Graduates of Teacher and Administrator Preparation Programs



- Between July 1, 1996, and June 30, 1997, 9,171 Colorado initial licenses and 10,689 renewals were issued. This was an increase from 1995-96 counts of 8,967 initial licenses and a decrease from 12,030 renewals. The 1996 initial licenses carried 5,159 endorsements (see Fig. 5.10).

- The number of graduates completing mathematics programs decreased 7.1 percent, from 113 in 1995 to 105 in 1996. The number of science program graduates increased 15.7 percent, from 108 in 1995 to 125 in 1996.

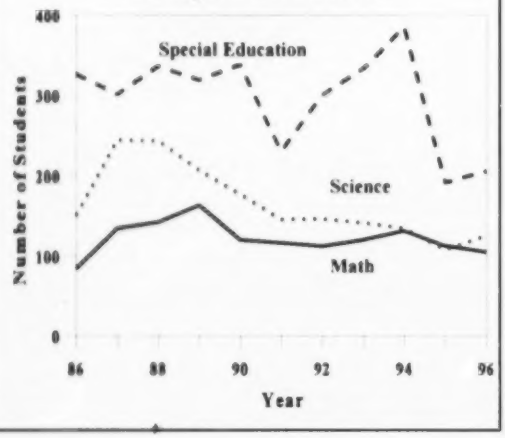
- The number of students completing special education teacher preparation programs in Colorado decreased 50.4 percent from 385 in 1994 to 191 in 1995 and increased 7.3 percent in 1996 to 205 (see Fig. 5.11).

- The State Board of Education in August 1996 identified statewide teacher shortages in all endorsements of special education, bilingual education and English as a second language. In 1996 there were 205, 27 and 25 graduates in these areas, respectively.

Fig. 5.10 Endorsements on Initial Licenses July 1, 1996 to June 30, 1997

General Endorsement Area	Total
Agriculture	20
Art	106
Business	35
Distributive Education	4
English Language Arts	463
Foreign Languages	117
Health, Safety, PE, Recreation	236
Home Economics	19
Industrial Arts	17
Mathematics	172
Music	129
Natural Science	268
Social Studies	353
Trade/Industrial Occupations	22
General Elem-Sec. Education	2,181
Special Education	498
Linguistically Different	142
Program Service Specialists	141
Middle School	31
Special Services	205
Total	5,159

Fig. 5.11 Graduates in Math, Science, and Special Education



ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Effective July 1, 1994, Colorado made a major shift from a certification process to an educator licensing process. Candidates for the Provisional License, those new to the Colorado system, are now required to successfully complete a series of assessments. The assessment program is called the Program for Licensing Assessments for Colorado Educators (PLACE™). These assessments, taken at different points in the teacher preparation process, require demonstrated competency in basic skills, liberal arts and sciences, pedagogy (professional knowledge), and subject area (content fields). Administrators and special services candidates take only the basic skills and subject area assessments. The previous test for basic skills, the California Achievement Test, is no longer used in the licensure process.

- The PLACE™ exams were developed for Colorado and are administered by the National Evaluation Systems, Amherst, Massachusetts. Development included extensive work by teachers and higher education faculty in Colorado. The examinations continue to be evaluated and refined based on Colorado experience.

- The exams were first given in October 1994 and are offered in March, June, and October each year. The results include data from June and October of the earlier year and the following March (see Fig. 5.12).

- Pass rates in 1996-97 for the three main examination areas and the ten most commonly taken content areas have ranged from 99.2 percent in Basic Skills Reading to 63.5 percent in Content Area Mathematics. Pass rates include all test takers, whether it is a first attempt or a re-take.

Fig. 5.12 PLACE™ Examination Results

Assessment		1995-96 # Take	1995-96 # Pass	1995-96 % Pass	1996-97 # Take	1996-97 # Pass	1996-97 % Pass
Basic Skills:	Reading	4,751	4,719	99.3%	5,533	5,489	99.2%
	Mathematics	4,774	4,677	98.0	5,577	5,452	97.8
	Writing	4,905	4,572	93.2	5,694	5,434	95.4
Liberal Arts & Sciences		4,212	3,808	90.4	4,834	4,339	89.8
Prof. Knowledge:	Elementary	1,903	1,692	88.9	2,190	1,932	88.2
	Secondary	1,287	1,210	94.0	1,557	1,404	90.2
	Middle School	142	115	81.0	137	105	76.6
Content Area *							
Elementary Education		1,746	1,530	87.6	2,020	1,676	83.0
Social Studies		384	277	72.1	500	322	64.4
English		351	266	75.8	453	345	76.2
Principal		340	279	82.1	372	316	84.9
Science		237	189	79.7	346	262	75.7
Mathematics		260	179	68.8	274	174	63.5
Moderate Needs		213	191	89.7	258	249	96.5
Physical Education		116	88	75.9	201	141	70.1
School Counselor		110	104	94.5	149	145	97.3
Music		108	77	71.3	128	88	68.8

* There are 42 content area examinations. The ten most often taken in 1996-97 are displayed.

SECTION 6.

Educational System and Programs

The last several years have seen sizeable increases in student membership, reflecting renewed in-migration to Colorado. As a result, the number of schools is growing and the pupil-teacher ratio also increased. A variety of state programs help to support Colorado education.

COLORADO'S EDUCATIONAL SYSTEM

Schools and Districts

In fall 1996, there were 176 Colorado public school districts and 1,487 public schools.

- The number of schools in Colorado has increased by 14 percent during the last ten years (see Fig. 6.1).

Fig. 6.1 Number of Schools By Level

School Level	1986	1991	1996
Elementary*	784	816	883
Middle	109	138	199
Junior High	118	99	62
Senior High	244	250	265
Other**	46	68	78
Total	1,301	1,371	1,487

* Includes prekindergarten schools
** Includes vocational, special education and some alternative schools

- The number of "other" schools grew substantially over the last ten years, with most of the growth being the increasing number of alternative schools. However, the number of "other" schools declined from 80 to 78 between 1995 and 1996.

- School districts have organized 17 state-funded Boards of Cooperative Educational Services (BOCES) throughout Colorado. BOCES provide services, such as special education, to member districts in order to share resources and increase efficiency. A list of BOCES and districts is provided at the end of this report.

Pupil-Teacher Ratios

Pupil-teacher ratios in Colorado declined during the late 1980s and rose during the early 1990s. In 1996 the pupil-teacher ratio remained stable at 18.5 to 1 (see Fig. 6.2). The decline in the 1980s was partly due to increases in the number of special education teachers and to school district efforts to reduce class size. In the early 1990s, budget limitations drove pupil-teacher ratios back up.

The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classrooms or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education and driver education.

- The ratio of Colorado pupils to teachers in 1996 was 18.5 to 1, reflecting no change from the 1995 ratio. However, when special education and special subject teachers were excluded, the 1996 ratio became 24.5 to 1 (see Fig. 6.3).

Fig. 6.2 Pupil-Teacher Ratios

Colorado vs. National

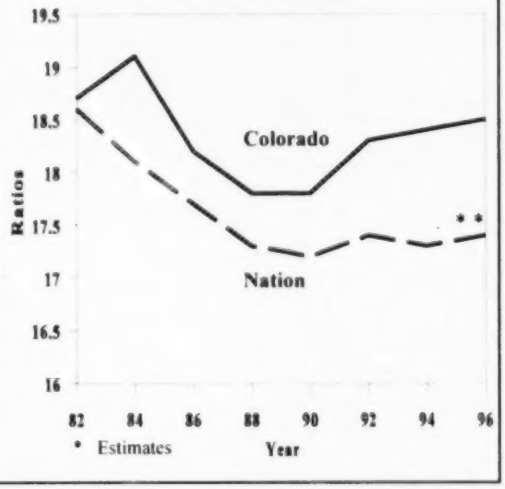


Fig. 6.3 Pupil-Teacher Ratios by District Setting

Setting (No. of Districts)	All Teachers*	Regular Classroom Teachers**
Denver Metro (15)	19.7	25.9
Urban-Suburban (15)	18.8	25.3
Outlying City (13)	16.9	23.0
Outlying Town (47)	16.0	21.0
Rural (86)	13.8	17.9
State (176)***	18.5	24.5

*All teachers include special education teachers and teachers in specialized subject areas such as music, art, physical education, driver education and ROTC.

**Regular classroom teachers exclude special education teachers, Title 1 resource teachers and teachers in specialized subject areas.

***Includes counts from BOCES, which are not included in setting figures above.

- When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation workers, but excluding district level (central administration) employees, the ratio of pupils to adults in the schools was 9.5 to 1. Teachers comprised 51.1 percent of total district FTE employees.

- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 13.8 in the rural districts to 19.7 in the Denver metro districts.

- Colorado's 1996 pupil-teacher ratio of 18.5 was higher than the estimate of 17.4 for the nation. In 1995, Colorado's pupil-teacher ratio ranked 43rd (where first equals the smallest ratio) among the 50 states and the District of Columbia. Nationally, state pupil-teacher ratios ranged from 13.7 in New Jersey to 24.1 in California.

Educational Telecommunications and Technology

Technology has the potential to equalize educational opportunity throughout Colorado and the nation by providing students and teachers in the remotest rural and urban communities with educational and information resources once only available to students in wealthy communities. Although Colorado can boast some "islands of excellence" which rival the most effective schools and districts nationally in the effective integration of technology into their standards-based curricula, the state as a whole is far behind.

To establish a baseline for the current status of technology integration and to help chart the future, a survey was conducted of all schools, districts, BOCES, public libraries and regional library service systems. Preliminary data showed that students in Colorado schools are able to access a variety of technologies but effective utilization and student access are often limited because of a scarcity of equipment (72 percent), a lack of funds (68 percent), too few telecommunications access points (65 percent) and/or a lack of effective teacher training (58 percent).

- While there were 7.9 students per computer statewide, compared to a national goal of five students per computer, the number of Colorado students per modern computer was nearly double that figure. The numbers were even worse among students attending schools with large concentrations of poor and minority students. These students had lesser access to the resources which might best help them overcome the barriers of poverty and isolation.

- Eighty-six percent of Colorado schools had access to cable television.

- Seventy-nine percent of Colorado schools had at least one computer with a CD-ROM drive, but poor schools were less likely to have CD-ROM than rich or average schools.

- Seventy-six percent of Colorado schools had access to the Internet, but only 3 percent of the instructional rooms had access, limiting effective utilization by students. Access was even more limited in small schools with large numbers of students living in poverty.

- While 57 percent of Colorado schools, the highest percent in the country, had local area networks (LANs), access may have been severely limited in individual buildings where the interconnection of as few as three computers were described as local area networks.

- Twenty-four percent of Colorado schools (in 125 school districts) had satellite downlink capabilities which have been used to enhance curricular offerings, access information resources and provide staff development opportunities to their teachers.

Colorado's educational community has made great strides in utilizing modern technologies to help increase student achievement in a standards-based curriculum. The General Assembly appropriated $20 million for the development and implementation of technology projects for public libraries and public and private K-12 schools and institutions of higher education. The federal government provided $1.8 million to provide teachers and students with access to training, the Internet, modern computers and effective software and online resources. The 1996-97 school year was the first year of a five-year program. It is projected that Colorado's allocation in subsequent years will be $3.6 million per year. These competitive grant programs help local schools and districts meet their needs, but leave many gaps throughout the state.

Colorado's greatest needs in the integration of technology into the curriculum fell in the areas of access to teacher training, the information superhighway/the Internet, modern computers, and effective software and online resources.

STATE EDUCATIONAL PROGRAMS

English Language Proficiency Act

The English Language Proficiency Act (ELPA) provides partial support for programs for students whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students. ELPA programs most frequently use English as a second language (ESL) or bilingual instructional strategies.

- Of the more than 30,000 limited English proficient (LEP) students estimated in Colorado public schools, nearly 22,255 or 74 percent were eligible for ELPA funding and served in 1996-97. The number of students served increased 162 percent between 1987 and 1996.

- Of the students served in 1996-97, 75 percent were in grades K-6. The students spoke 103 different languages (see Fig. 6.4).

Fig. 6.4 English Language Proficiency Act State Summary

	1987-88	1996-97
No. of Eligible Sch. Dists.	91	108
No. of Eligible Students	8,479	22,255
Category A/B	6,231	16,715
Category C	2,248	5,540
No. of Languages Spoken	81	103
Total Allocation of Funds	$2.6M	$2.6M
Allocation Per Student		
Category A/B	$301	$116
Category C	$278	$117

Colorado Preschool Program

The Colorado Preschool Program (CPP) was enacted by the General Assembly as part of the Public School Finance Act of 1988. The program serves children who lack overall learning readiness due to family risk factors, who are in need of language development, or who are receiving aid as neglected or dependent children. These indicators predict they are more likely to need special services in later years and eventually to drop out of school if intervention is not provided. The program serves 4- and 5-year-old children in the year before they are eligible for kindergarten.

- In 1996-97 the program expanded to serve 8,500 children, up from 6,500 in 1995-96.
- Over 30 percent of the children served by CPP lived in single–parent households. Nearly one in four had a parent who was a high school dropout.
- Half of the children were from minority families, and one in five lived in homes where a language other than English was spoken.

Programs funded as part of the Colorado Preschool Program may be administered by either public or private organizations. All districts have representation from the private sector on their local district councils.

- One hundred and twenty-three school districts participated in the preschool program. Sixty-two of these, or 50 percent, contracted for services. The average number of children in districts that contracted out services was 112. The average program size in districts that did not contract was 26.
- The 62 districts that contracted with other providers served 6,941 of the 8,500 children in the program.
- Thirty, or 24 percent, of the 123 districts had a contract with Head Start.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries. There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty, staff, and students in the state's public and private colleges and universities. School library media centers serve teachers, staff, and pupils in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- The Access Colorado Library and Information Network (ACLIN) has provided residents of Colorado with free access to online information resources since early 1993. This includes approximately 150 library catalogs and 75 other information databases. In fall 1994, the ACLIN project was the recipient of two grants totaling close to $3 million from the U. S. Departments of Education and Commerce. Over the past two and a half years, ACLIN has used these funds to improve access, add content, and provide training. Information from state agencies and a variety of public service organizations has been added to the network.
- Notable additions to ACLIN include: Colorado Business Start-up Kit, Colorado Legislative Directory, Colorado Student Loan Program, and the Colorado Association of Non-Profit Organizations (CANPO).

- Two-thirds of the state's 1,300-plus library media centers (LMC) used their computers and modems to make ACLIN available to customers.

- The Colorado Talking Book Library (CTBL) provides books on tape or record and large print books to visually and physically handicapped Coloradans. In addition to mailing books from its main location, the Library now provides services statewide to 27 libraries which have deposit collections.

Public Schools of Choice

The 1990 General Assembly adopted the Public Schools of Choice Act (Section 22-36 C.R.S.). The law requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils. This is subject only to restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans. In 1994 the law was amended to provide that students from other districts must be allowed to enroll without parent tuition subject to space and staff limitations. The Public Schools of Choice Act also provided for an interdistrict schools of choice funded pilot program through 1996-97.

- In fall 1996, 111 school districts reported they had 13,694 students (2.0 percent of Colorado public school membership) attending from outside their district (see Fig. 6.5). This reflects a 43.3 percent increase over fall 1995.

Fig. 6.5 Interdistrict Choice

Year (October)	No. Students From Outside District	No. Districts Receiving Students
1987	3,314	116
1988	3,724	124
1989	4,130	103
1990	4,529	112
1991	5,550	108
1992	5,983	109
1993	7,146	114
1994	8,806	113
1995	9,552	110
1996	13,694	111

Gifted and Talented Student Education

Gifted and talented students are included as a category of exceptional children under Colorado's Exceptional Children's Educational Act. The act defines gifted children as "*those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs.*" While the act does not mandate that school districts provide formal programs for gifted and talented students, it does allow districts to develop and implement plans for addressing the needs of these students.

Since the 1993-94 budget year, the Colorado General Assembly has allocated funds to support school district programs for gifted and talented students. Every district is eligible to receive funds for gifted and talented students and may obtain them by submitting an annual plan for gifted and talented education to CDE (See Fig. 6.6).

Fig. 6.6 Gifted and Talented (G/T) Education

	1993-94	1996-97
No. Dists. Funded	83	125*
No. Students Served	53,473	N/A
% Students G/T	N/A	12.0**
State G/T Funds	$1M	$4M
Dist. G/T Funds	$8.6M**	$14.2M**

* Includes Colorado School for the Deaf and Blind
** Estimates

- More students actually participate in programs for gifted and talented students than are identified as gifted through district procedures.
- School districts report utilizing over 70 different approaches for gifted student education and the assessment of gifted student learning.
- Currently, there is no professional endorsement or requirement for special training for teachers who work with gifted and talented students.
- The State Board of Education has approved guidelines for gifted and talented education for districts to follow when providing programs for gifted and talented students.
- The State Board of Education has established the State Advisory Committee for Gifted and Talented Student Education, which provides advice and makes recommendations regarding gifted and talented education.

Education of Children with Disabilities

The Exceptional Children's Educational Act (ECEA) recognizes the obligation of the State of Colorado to provide educational opportunities to all children which will enable them to lead fulfilling and productive lives.

Children Served

On December 1, 1995, administrative units served 69,217 children with disabilities (see Figs. 6.7 and 6.8). This was a 2.7 percent increase over the number of children served the previous year.

Fig. 6.7 Students Served, by Disability and Percent of Disability

Disability	Total Students Served	Percent of Total
Sig. Limited Intell. Capacity	3,057	4.4%
Sig. Ident. Emot. Disability	8,305	12.0
Percep./Commun. Disability	33,506	48.4
Hearing Disability	1,018	1.5
Vision Disability	297	0.4
Physical Disability		
Autism	101	0.2
Traumatic Brain Injury	150	0.2
Other Physical Disability	3,160	4.6
Speech-Language Disability	12,851	18.6
Multiple Disabilities		
Deaf-Blind	85	0.1
Other Multiple Disabilities	2,859	4.1
Preschool Child with a Disability	3,759	5.4
Infant with a Disability	69	0.1
Total	69,217	100.0
Percent of Membership	656,279	10.5
Percent of 3-17 Population	829,194	8.3

- Children with disabilities, ages birth through 21, who were served on December 1, 1995 represented 10.5 percent of total school membership, the same as the previous year. This ranged across administrative units from a low of 7.2 percent to a high of 13.7 percent. The special education count was 8.3 percent of the state's 3-17 population.
- An additional 606 children with disabilities were reported by the five state-operated programs at Colorado School for the Deaf and the Blind, the Department of Corrections, Youth Corrections,

and Fort Logan and Pueblo Mental Health Institutes. This was a decrease from the 668 special education children reported by these agencies the previous year.

- Children with perceptual or communicative disabilities represented 48.4 percent of the total number of children with disabilities. However, this disability category decreased by 154 children from the previous year. The fastest growing disability category was children with physical disabilities, which increased from 2,632 children in 1994 to 3,160 in 1995, a change of 20.1 percent.

- The number of infants and toddlers, ages birth through 2, that were served by administrative units increased from 38 in 1994 to 84 in 1995, a 121.0 percent growth. The number of children, ages three through five, continued to increase, but the growth slowed to 5.9 percent from 1994 to 1995.

- Ten (9.7) percent of the elementary age students had a significant identifiable emotional disability. This percentage increased to 16.3 at the middle school level, and 17.6 at high school.

- One (1.1) percent of the children with disabilities served on December 1, 1995 were American Indian, 1.4 percent were Asian, 7.5 percent were Black, 19.3 percent were Hispanic, and 70.7 percent were White.

- Only 2,261 children received their special education programs and services outside their administrative unit of residence. Of this number, 223 were served by other administrative units, 1,540 were served by facilities with approved on-grounds schools, 54 were served in private schools, 426 were in Head Start programs, 6 were in higher education programs, 3 were out-of-state, and 9 were served in other settings.

- Out of the 69,217 children with disabilities as of December 1, 1995, 56,935 (82.3 percent) were served in their home school. Only 7.0 percent were served in center based programs (see Fig. 6.8).

Fig. 6.8 Students Served, by Setting

Setting	Total Students Served	Percent of Total
Home School	56,935	82.3%
Center Based Program	4,820	7.0
Separate Facility	1,205	1.7
Residential Facility	613	0.9
Community	227	0.3
Home	250	0.4
Hospital	90	0.1
Other Infant/Parent Settings	5,077	7.3
Total	69,217	100.0

- Ninety-seven (97.0) percent of children with perceptual or communicative disabilities were served in their home school. This percentage decreased to 84.6 percent for children with speech/language disabilities, 70.2 percent for those with significant identifiable emotional disabilities, 69.1 percent for children with significant limited intellectual capacity, and 52.7 percent for those with multiple disabilities.

- There were 18,627 children that exited special education programs from December 1, 1994 to December 1, 1995. Almost half (46.6 percent) of these children were known to be continuing in special education in another administrative unit; 23.3 percent had completed all the objectives of their special education programs and were continuing in the administrative unit full-time in regular education; 9.7 percent graduated from high school; 8.1 percent moved and were not known to be continuing in special education; 5.1 percent dropped out of school; 1.2 percent were being served in non public home-based educational programs; and the remainder left for various other reasons.

- Although children with perceptual or communicative disabilities represented 48.4 percent of the total special education count, they made up 60.5 percent of the dropouts. Children with significant identifiable emotional disabilities were 12.0 percent of the special

education population, but 28.6 percent of the dropouts.

Personnel

On December 1, 1995, administrative units employed 9,159 full-time equivalent (FTE) special education staff, compared to 8,340 the previous year (see Fig. 6.9). This was an increase of 9.8 percent.

Fig. 6.9 Special Education Staff by Percent of Total

Instruction	**FTE**	**Percent**
Special Education Teachers	3,286.65	35.9%
Home-Hospital Teachers	9.60	0.1
Special Education Infant and Preschool Teachers	159.32	1.7
Speech Correctionists	643.79	7.0
Instructional Aides	3,236.73	35.3
Tutor Interpreters	130.49	1.4
Total Instruction	7,466.58	81.5
Support Services		
Related Services Staff		
School Nurses	155.73	1.7
Occupational Therapists	155.38	1.7
Physical Therapists	53.14	0.6
School Psychologists	421.34	4.6
School Social Workers	290.55	3.2
Audiologists	32.84	0.4
Total Related Services Staff	1,108.98	12.1
Administrators		
Supervisors	57.89	0.6
Assistant Directors & Directors	75.71	0.8
Total Administrators	133.60	1.5
Other Support Staff		
Specialty Teachers	50.75	0.6
Other Professionals	68.81	0.8
Office Support	232.91	2.5
Other Non-Licensed/ Certificated Staff	97.32	1.1
Total Other Support Staff	449.79	4.9
Total Support Services	1,692.37	18.5
Grand Total	9,158.95	100.0

- Instructional staff, which included special education teachers, speech correctionists, instructional aides and tutor interpreters, comprised 81.5 percent of the total special education personnel employed by administrative units. Related services staff accounted for another 12.1 percent, administrators were 1.5 percent, and other support staff made up the remaining 4.9 percent.

- Of the total special education personnel employed, 59.6 percent were licensed or certificated staff, 36.8 percent were instructional aides and tutor interpreters, and 3.6 percent were non licensed support staff.

- A total of 5,461 FTE licensed or certificated staff were employed. Out of this number, 316 were employed on the basis of a temporary teacher eligibility (TTE).

- Pupil-teacher ratios remained the same as the previous year at 1:20.0. However, the ratio of students to instructional aides and tutor interpreters decreased from 24.2 to 20.6. The ratio of professional staff to administrators increased from 38.7 to 39.9.

Revenues and Expenditures

During the 1995-96 school year, special education and related services in Colorado public schools cost $314.0 million, compared to $294.2 million the previous year (see Figs. 6.10 and 6.12). These costs were supported by federal, state, local, and other funds.

- Salaries and benefits accounted for 90.2 percent of the total cost of the special education program; tuition was 5.8 percent; and the remaining 4.0 percent was for supplies, equipment, and other costs.

- Special education expenditures increased 6.8 percent from 1994-95 to 1995-96. However, instructional costs increased 7.2 percent and the cost of support services only increased 5.1 percent. Total salaries, including the cost of contracted personnel, increased 7.6 percent; employee benefits increased 4.7 percent; tuition to administrative units increased 7.1 percent; and tuition to eligible facilities increased 8.6 percent.

- Special education expenditures as a percent of total education expenditures remained at 7.4 percent, the same as the previous year. However, this varied widely across administrative

units from a high of 11.5 percent to a low of 3.0 percent.

Fig. 6.10 Special Education Expenditures Fiscal Year 1995-96

AREA	DOLLARS
Instruction	
Salaries	$180,973,608
Fringe Benefits	36,512,843
Purchased Services Personnel	671,014
Staff Travel	768,342
Private or Agency Contracts	722,499
Tuition to Other Administrative Units	2,997,447
Tuition to Agencies and Facilities	15,222,938
Other Purchased Services	518,750
Supplies and Materials	1,788,966
Capital Outlay	1,008,509
Total Instructional Costs	**$241,184,916**
Support Service	
Salaries	$54,885,893
Fringe Benefits	10,892,931
Purchased Services Personnel	1,457,715
Staff Travel	773,319
Private or Agency Contracts	743,288
Other Purchased Services	1,111,481
Supplies and Materials	1,462,935
Equipment	816,403
Other	693,492
Total Support Services Costs	**$72,837,457**
TOTAL EXPENDITURES	**$314,022,373**

- The excess cost per student for special education programs and services was $4,537 in 1995-96. This ranged across administrative units from $6,141 to $2,206.

- State funds supported 23.7 percent of the cost of the special education program. The Exceptional Children's Educational Act appropriation supported 20.6 percent, and the per pupil operating revenue for three- and four-year-old children with disabilities paid for 3.1 percent.

- Ten (9.8) percent of the special education program was funded with federal dollars. These funds included Part B of the Individuals with Disabilities Education Act (8.1 percent), Infant/Toddler and Preschool Services under the Individuals with Disabilities Education Act (1.4 percent), and several other smaller federal programs.

Fig. 6.11 Special Education Revenues 1995-96

FUND SOURCE	DOLLARS
State Funds	
Exceptional Children's Educational Act (ECEA)	$64,673,288
PPOR for 3- and 4-Year-Old Children with Disabilities	9,626,662
Total State Funds	**$74,299,950**
Federal Funds	
Chapter I, Handicapped	$36,019
IDEA: Part B	25,582,451
IDEA: Preschool Services	4,275,362
IDEA: Part H, Infant and Toddler Services	71,689
Transition Services	187,432
School-to-Work Alliance Program(SWAP)	410,809
Vocational Education	231,337
Vocational Rehabilitation	50,839
Systems Change	7,571
Impact Aid	37,913
Total Federal Funds	**$30,891,422**
Other Funds	**216,704**
General Funds	**208,614,297**
TOTAL REVENUES	**$314,022,373**

- Other sources of funds covered only 0.1 percent of the cost of the program, and the remainder (66.4 percent) was supported by local school district general funds.

- The percentage of the special education program supported by state funds increased from 21.8 percent in 1994-95 to 23.7 percent in 1995-96, while federal funds decreased from 10.2 percent to 9.8 percent. Other funds continued to support only 0.1 percent of the cost

of the program. As a result, local school district general fund support decreased from 67.9 percent to 66.4 percent.

- Although general fund supported 66.4 percent of the cost of the special education program on an average, this ranged across administrative units from 75.3 percent to 38.4 percent.

The Colorado School for the Deaf and the Blind

The state-administered school for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The school program is designed to promote academic, vocational and total development of each student from birth to age 21. Services are offered statewide to deaf and blind students and their families.

- On October 1, 1996, CSDB enrolled 237 deaf, blind and multiple handicapped students; 164 deaf students and 73 blind students. There were 20 students with multiple handicaps. Of the 237 students enrolled, 108 were residential students and 129 were day students.

SCHOOL DISTRICT REVENUES AND EXPENDITURES

Revenues

In fiscal year 1996, Colorado school districts received a total of $3.89 billion in local, state and federal revenues.

Local sources provided the largest share of funding for school districts, constituting 52.6 percent of all fiscal year 1996 revenues (see Fig. 6.12).

- Local revenue sources included property taxes, specific ownership taxes, tuition, fees and other revenues. In 1996, school districts received a total of $2.04 billion in local revenues. Of this total, $1.47 billion was provided by property taxes (see Fig. 6.13).

- In 1995-96, Colorado ranked 19th in the nation in percentage of school district revenues from local sources.

Fig. 6.12 Revenue Trends

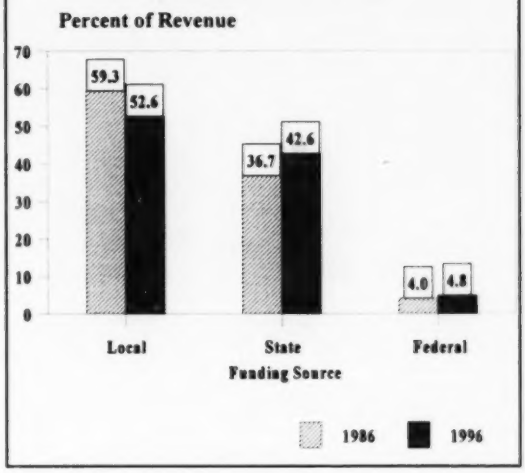


Fig. 6.13 1996 Revenues by Sources

Source	Dollars in Millions	Percentage of Total
Local Property Tax	$1,467.6	37.8%
Other Local	576.1	14.8
County	1.4	0.0
State Share (School Finance)	1,524.5	39.2
Other State	129.0	3.4
Federal	187.2	4.8
Total	$3,885.8	100.0

State sources provided 42.6 percent of all school district revenues in 1996 (see Fig. 6.13), and 54.8 percent of Public School Finance Act of 1994 funding. State sources included the Public School Finance Act of 1994, the English Language Proficiency Act, the Exceptional Children's Educational Act and the Public School Transportation Fund.

- State sources contributed revenues of $1.65 billion in 1996. Of this amount, $1.52 billion was provided by state equalization funding.

- In 1995-96, Colorado ranked 30th in the nation in percentage of revenues from state sources.

- Between 1986 and 1996, the percentage of all school district revenues provided by local sources decreased slightly, and the percentage provided by state funds increased (see Fig. 6.12).

Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and handicapped received the greatest proportion of federal revenues. Federal funds constituted 4.8 percent of all 1995-96 school district revenues.

Expenditures

In fiscal year 1996, Colorado school districts spent a total of $4.23 billion. Expenditures were incurred for instructional services, support services, and community and other services.

- Instructional program costs totaled $2.0 billion and constituted 47.3 percent of all school district expenditures in 1996. These costs included salaries, benefits, instructional materials and supplies and other costs of instruction (see Fig. 6.14).

- Support services, including pupil and staff support services, administration, transportation, operations and maintenance and food services, comprised 28.9 percent of 1996 expenditures and totaled $1.224 billion (see Fig. 6.15).

- Community service and other funds, totaling $1.005 billion, accounted for 23.8 percent of expenditures. These expenditures include such major cost items as bond redemption, insurance and capital reserves, construction and debt services.

Fig. 6.14 1996 Instruction Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expenditures
Salaries	$1,509.7	35.7%
Benefits	301.8	7.1
Purchased Services	74.1	1.8
Supplies/ Materials	81.4	1.9
Capital Outlay	28.0	0.7
Other	5.0	0.1
Total	$2,000.0	47.3

Fig. 6.15 1996 Support Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expends.
Pupil Support	$134.1	3.2%
Instruct. Staff	121.7	2.9
General Admin.	58.7	1.4
School Admin.	222.4	5.3
Oper. & Main.	299.9	7.0
Transportation	110.7	2.6
Food	125.6	3.0
Other	150.9	3.5
Total	$1,224.0	28.9

SCHOOL DISTRICTS BY SETTING CATEGORIES

DENVER METRO

Adams	Adams County	14
Adams	Brighton	27J
Adams	Mapleton	1
Adams	Northglenn-Thornton	12
Adams	Westminster	50
Arapahoe	Adams-Arapahoe	28J
Arapahoe	Cherry Creek	5
Arapahoe	Englewood	1
Arapahoe	Littleton	6
Arapahoe	Sheridan	2
Boulder	Boulder Valley	RE-2
Boulder	St. Vrain Valley	RE-1J
Denver	Denver County	1
Douglas	Douglas County	RE-1
Jefferson	Jefferson County	R-1

URBAN-SUBURBAN

El Paso	Academy	20
El Paso	Cheyenne Mountain	12
El Paso	Colorado Springs	11
El Paso	Falcon	49
El Paso	Fountain	8
El Paso	Harrison	2
El Paso	Lewis-Palmer	38
El Paso	Manitou Springs	14
El Paso	Widefield	3
Larimer	Thompson	R-2J
Larimer	Poudre	R-1
Mesa	Mesa County Valley	51
Pueblo	Pueblo City	60
Pueblo	Pueblo County Rural	70
Weld	Greeley	6

OUTLYING CITY

Alamosa	Alamosa	RE-11J
Fremont	Canon City	RE-1
Garfield	Roaring Fork	RE-1
La Plata	Durango	9-R
Las Animas	Trinidad	1
Logan	Valley	RE-1
Moffat	Moffat County	RE NO 1
Montezuma	Monezuma-Cortez	RE-1
Montrose	Montrose County	RE-1J
Morgan	Fort Morgan	RE-3
Otero	East Otero	R-1
Prowers	Lamar	RE-2
Routt	Steamboat Springs	RE-2

OUTLYING TOWN

Adams	Bennett	29J
Archuleta	Archuleta County	50JT
Baca	Springfield	RE-4
Bent	Las Animas	RE-1
Chaffee	Buena Vista	R-31
Chaffee	Salida	R-32
Cheyenne	Cheyenne County	RE-5
Clear Creek	Clear Creek	RE-1
Crowley	Crowley County	RE-1-J
Delta	Delta County	50(J)
Eagle	Eagle County	RE 50
Fremont	Florence	RE-2
Garfield	Garfield	RE-2
Grand	East Grand	2
Grand	West Grand	1-JT
Gunnison	Gunnison Watershed	RE1J
Huerfano	Huerfano	RE-1
Kit Carson	Burlington	RE-6J
La Plata	Bayfield	10JT-R
Lake	Lake County	R-1
Larimer	Park (Estes Park)	R-3
Lincoln	Limon	RE-4J
Morgan	Brush	RE-2(J)
Otero	Fowler	R-4J
Otero	Rocky Ford	R-2
Phillips	Holyoke	RE-1J
Pitkin	Aspen	1
Rio Blanco	Meeker	RE1
Rio Blanco	Rangely	RE-4
Rio Grande	Del Norte	C-7
Rio Grande	Monte Vista	C-8
Routt	Hayden	RE-1
Saguache	Center	26JT
San Miguel	Telluride	R-1
Sedgwick	Julesburg	RE-1
Summit	Summit	RE-1
Teller	Woodland Park	RE-2
Washington	Akron	R-1
Weld	Ault-Highland	RE-9
Weld	Eaton	RE-2
Weld	Fort Lupton	RE-8
Weld	Gilcrest	RE-1
Weld	Johnstown-Milliken	RE-5J
Weld	Platte Valley	RE-7
Weld	Windsor	RE-4

OUTLYING TOWN (Continued)

Yuma	East Yuma County	RJ-2
Yuma	West Yuma County	RJ-1

RURAL

Adams	Strasburg	31J
Alamosa	Sangre de Cristo	RE-22J
Arapahoe	Byers	32J
Arapahoe	Deer Trail	26J
Baca	Campo	RE-6
Baca	Pritchett	RE-3
Baca	Vilas	RE-5
Baca	Walsh	RE-1
Bent	McClave	RE-2
Cheyenne	Kit Carson	R-1
Conejos	North Conejos	RE-1J
Conejos	South Conejos	RE-10
Conejos	Sanford	6J
Costilla	Centennial	R-1
Costilla	Sierra Grande	R-30
Custer	Consolidated	C-1
Dolores	Dolores County	RE NO. 2
El Paso	Calhan	RJ-1
El Paso	Edison	54JT
El Paso	Hanover	28
El Paso	Ellicott	22
El Paso	Miami/Yoder	60 JT
El Paso	Peyton	23 JT
Elbert	Agate	300
Elbert	Big Sandy	100J
Elbert	Elbert	200
Elbert	Elizabeth	C-1
Elbert	Kiowa	C-2
Fremont	Cotopaxi	RE-3
Garfield	Garfield	16
Gilpin	Gilpin County	RE-1
Hinsdale	Hinsdale County	RE-1
Huerfano	La Veta	RE-2
Jackson	North Park	R-1
Kiowa	Eads	RE-1
Kiowa	Plainview	RE-2
Kit Carson	Arriba-Flagler	C-20
Kit Carson	Bethune	R-5
Kit Carson	Hi-Plains	R-23
Kit Carson	Stratton	R-4
La Plata	Ignacio	11 JT
Las Animas	Aguilar Reorganized	6

RURAL (Continued)

Las Animas	Branson Reorganized	82
Las Animas	Hoehne Reorganized	3
Las Animas	Kim Reorganized	88
Las Animas	Primero Reorganized	2
Lincoln	Karval	RE-23
Lincoln	Genoa-Hugo	C113
Logan	Buffalo	RE-4
Logan	Frenchman	RE-3
Logan	Plateau	RE-5
Mesa	DeBeque	49JT
Mesa	Plateau Valley	50
Mineral	Creede Consolidated	1
Montezuma	Dolores	RE-4A
Montezuma	Mancos	RE-6
Montrose	West End	RE-2
Morgan	Weldon Valley	RE-20(J)
Morgan	Wiggins	RE-50(J)
Otero	Cheraw	31
Otero	Manzanola	3J
Otero	Swink	33
Ouray	Ouray	R-1
Ouray	Ridgway	R-2
Park	Park County	RE-2
Park	Platte Canyon	1
Phillips	Haxtun	RE-2J
Prowers	Granada	RE-1
Prowers	Holly	RE-3
Prowers	Wiley	RE-13JT
Rio Grande	Sargent	RE-33J
Routt	South Routt	RE-3
Saguache	Moffat	2
Saguache	Mountain Valley	RE-1
San Juan	Silverton	1
San Miguel	Norwood	R-2J
Sedgwick	Platte Valley	RE-3
Teller	Cripple Creek-Victor	RE-1
Washington	Arickaree	R-2
Washington	Lone Star	101
Washington	Otis	R-3
Washington	Woodlin	R-104
Weld	Briggsdale	RE-10
Weld	Keenesburg	RE-3
Weld	Pawnee	RE-12
Weld	Prairie	RE-11

Denver Metro - Districts located within the Denver-Boulder standard metropolitan statistical area which compete economically for the same staff pool and reflect the regional economy of the area.
Urban-Suburban - Districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.
Outlying City - Districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.

Outlying Town - Districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
Rural - Districts with no population center in excess of one thousand persons and characterized by sparse widespread populations.

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BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

School District and Associate Members, Fall 1997

ADAMS COUNTY BOCES-Westminster

Adams County 14
Brighton 27J
Mapleton 1
Northglenn-Thornton 12
Westminster 50

ARKANSAS VALLEY BOCES-La Junta

Cheraw 31
Crowley County RE-1-J
East Otero R-1
Fowler R-4J
Las Animas RE-1
Manzanola 3J
Rocky Ford R-2
Swink 33

EAST CENTRAL BOCES-Limon

Agate 300
Arickaree R-2
Arriba-Flagler C-20
Bennett 29J
Bethune R-5
Burlington RE-6J
Byers 32J
Cheyenne County RE-5
Deer Trail 26J
Genoa-Hugo C113
High Plains R-23
Karval RE-23
Kit Carson R-1
Limon RE-4J
Morgan Community College
Strasburg 31J
Stratton R-4
Woodlin R-104

GRAND VALLEY BOCES-Grand Junction

Mesa County Valley 51
Mesa State College

MOUNTAIN BOCES-Leadville

Aspen 1
Buena Vista R-31
Colorado Mountain College
Eagle County RE 50
Garfield 16
Garfield RE-2
Lake County R-1
Park County RE-2
Roaring Fork RE-1
Salida R-32
Summit RE-1

NORTHEAST BOCES-Haxtun

Akron R-1
Buffalo RE-4
East Yuma County R-J-2
Frenchman RE-3
Haxtun RE-2J
Holyoke RE-1J
Julesburg RE-1
Lone Star 101
Northeastern Junior College
Otis R-3
Plateau RE-5
Platte Valley RE-3
Valley RE-1
West Yuma County R-J-1

NORTHERN COLO BOCES-Longmont

Colorado State University
Park R-3
St. Vrain Valley RE1J
Thompson R-2J

NORTHWEST COLO BOCES-Steamboat Springs

East Grand 2
Hayden RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE 2
West Grand 1

PIKES PEAK BOCES-Colorado Springs

Big Sandy 100J
Calhan RJ1
Cheyenne Mountain 12
Cripple Creek-Victor RE-1
Edison 54 JT
Elbert 200
Ellicott 22
Falcon 49
Fountain 8
Hanover 28
Harrison 2
Kiowa C-2
Lewis-Palmer 38
Manitou Springs 14
Miami/Yoder 60 JT
Peyton 23 JT
Widefield 3
Woodland Park RE-2

SOUTH PLATTE VALLEY BOCES-Fort Morgan

Brush RE-2 (J)
Fort Morgan RE-3
High Plains Youth Center
Morgan Community College
Weldon Valley RE-20 (J)
Wiggins RE-50 (J)

SAN JUAN BOCES-Durango

Archuleta County 50 JT
Bayfield 10JT-R
Durango 9-R
Fort Lewis College
Ignacio 11 JT
Silverton 1

SAN LUIS VALLEY BOCES-Alamosa

Adams State College
Alamosa RE-11J
Centennial R-1
Center 26 JT
Creede Consolidated 1
Del Norte C-7
Moffat 2
Monte Vista C-8
Mountain Valley RE1
North Conejos RE1J
Sanford 6J
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

SOUTH CENTRAL BOCES-Pueblo

Aguilar Reorganized 6
Branson Reorganized 82
Cotopaxi RE-3
Custer Consolidated C-1
Florence RE-2
Hoehne Reorganized 3
Huerfano RE-1
La Veta RE-2
Primero Reorganized 2
Pueblo (City) 60
Pueblo County Rural 70
Trinidad 1
Trinidad State Junior College
University of Southern Colorado

SOUTHEASTERN BOCES-Lamar

Campo RE-6
Eads RE-1
Granada RE-1
Holly RE-3
Kim Reorganized 88
Lamar Community College
Lamar RE-2
McClave RE-2
Plainview RE-2
Pritchett RE-3
Springfield RE-4
Vilas RE-5
Walsh RE-1
Wiley RE-13 JT

SOUTHWEST BOCES-Cortez

Dolores County RE No. 2
Dolores RE-4A
Fort Lewis College
Mancos RE-6
Montezuma-Cortez RE-1
Norwood R-2J
Telluride R-1
West End RE-2

WELD BOCES-LaSalle

Ault-Highland RE-9
Briggsdale RE-10
Eaton RE-2
Gilcrest RE-1
Johnstown-Milliken RE-5J
Pawnee RE-12
Platte Valley RE-7
Prairie RE-11

WEST CENTRAL BOCES-Montrose

DeBeque 49JT
Delta County 50(J)
Gunnison RE1J
Hinsdale County RE 1
Montrose County RE-1J
Ouray R-1
Plateau Valley 50
Ridgway R-2

SCHOOL DISTRICTS NOT IN BOCES

Academy 20
Adams-Arapahoe 28J
Boulder Valley RE-2
Canon City RE-1
Cherry Creek 5
Clear Creek RE-1
Colorado Springs 11
Denver County 1
Douglas County RE-1
Elizabeth C-1
Englewood 1
Fort Lupton RE-8
Gilpin County RE-1
Greeley 6
Jefferson County R-1
Keenesburg RE-3
Littleton 6
Meeker RE1
Moffat County RE. No. 1
Platte Canyon 1
Poudre R-1
Rangely RE4
Sheridan 2
Windsor RE-4

SPECIAL FOCUS BOCES

Expeditionary BOCES, Denver
Mt. Evans BOCES, Idaho Spgs
Rio Blanco BOCES, Rangley
Uncompahgre BOCES, Ridgway

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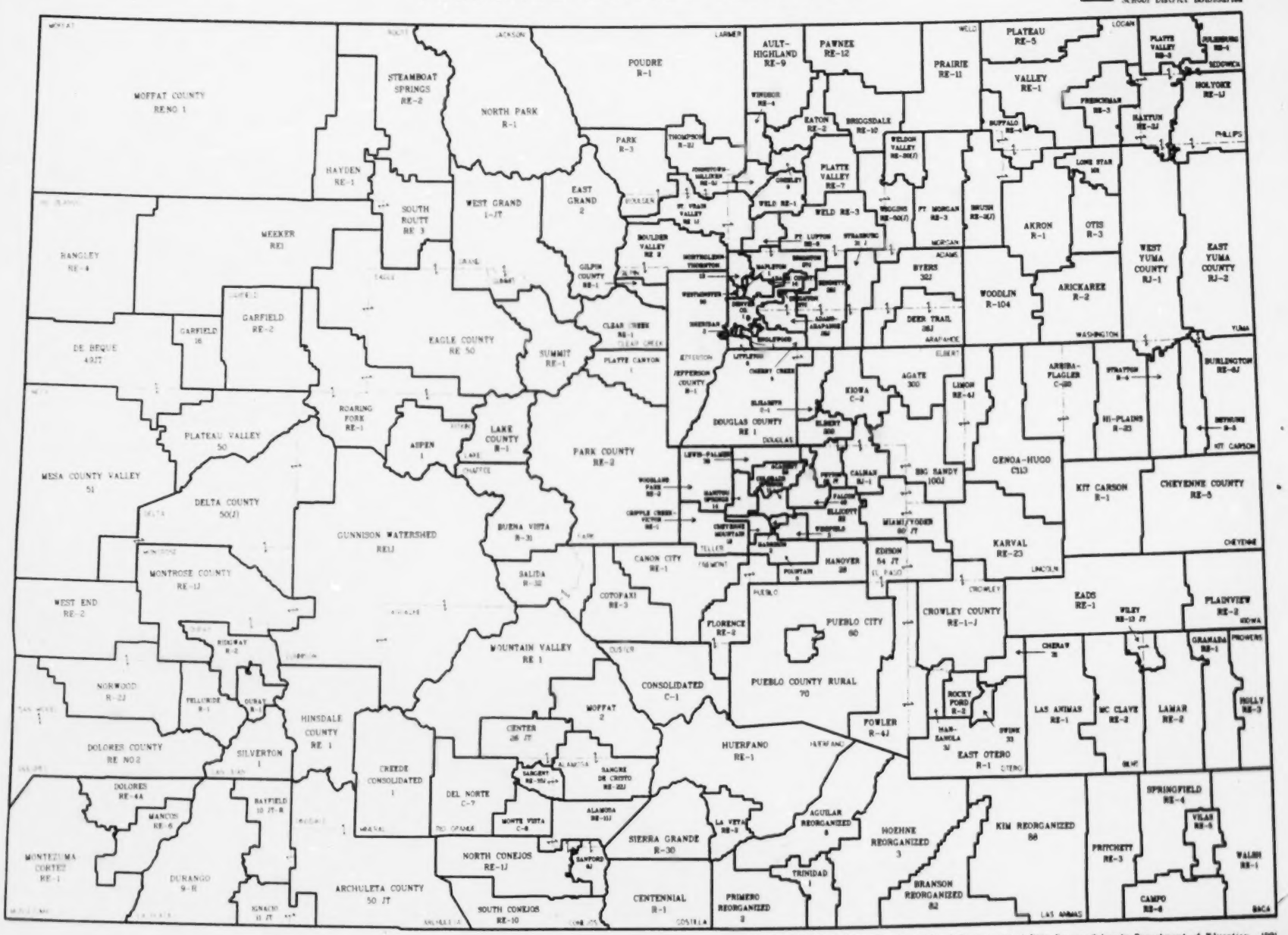
COLORADO SCHOOL DISTRICTS



Map Compilation: Colorado Division of Local Government / Data Source: Colorado Department of Education, 1991

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JOHN IRWIN
COLORADO SCHOOLS OF EXCELLENCE

In March 1997 the State Board of Education selected ten 1997 John Irwin Colorado Schools of Excellence. These schools were selected from the 1997 Commissioner's Challenger Schools based on two-year records of outstanding accomplishment, supported by multiple assessments of student performance, community satisfaction, and demonstration of effective school practices. Recognition is granted annually by the State Board of Education and the Colorado Association of Commerce and Industry (CACI). Recommendations for recognition are received from the State School Performance Awards Panel.

Academy Charter School (Douglas County RE-1)	Deer Trail School District (Arapahoe County 26J)	Plainview School District (Kiowa County RE-2)
Campo School District (Baca County RE-6)	Eagle County Charter Academy (Eagle County RE-50)	Springfield Elementary School (Baca County RE-4)
Colorado's Finest Alternative High School (Englewood 1)	Horizon High School (Northglenn-Thornton 12)	Springfield Jr/Sr High School (Baca County RE-4)
	Jefferson Academy Charter School (Jefferson County R-1)	

1997 COMMISSIONER'S CHALLENGER SCHOOLS

Thirty-nine schools are designated by the State Board as Commissioner's Challenger Schools during 1996-97. These schools have contracted to show two-year records of outstanding student performance related to the State Board goals, assessed through a combination of performance-based, criterion-referenced, and norm-referenced assessments. In addition, contracts target community satisfaction and effective school practices.

Academy Charter School (Douglas County RE-1)	Community Involved Charter School (Jefferson County R-1)	Highland Elementary (Ault-Highland RE-9)	Otero Elementary School (Harrison 2)
Adams City Middle School (Adams County 14)	Connect Charter School (Pueblo County 70)	Holmes Middle School (Colorado Springs 11)	Otis School District (Washington County R-3)
Bayfield Elementary School (La Plata County 10 JT-R)	Core Knowledge Charter School (Douglas County RE-1)	Horizon High School (Adams County 12)	Plainview School District (Kiowa County RE-2)
Bennett High School (Adams County 29J)	Deer Trail School District (Arapahoe County 26J)	Jefferson Academy Charter School (Jefferson County R-1)	Pueblo School for Arts and Sciences (Pueblo County 60)
Buchanan Middle School (East Yuma RJ-2)	Eagle County Charter Academy School (Eagle County RE-50)	Kemp Elementary School (Adams County 14)	Silverthorne Elementary (Summit County RE-1)
Byers School District (Arapahoe County 32J)	East Middle School (Aurora 28J)	Lake County Intermediate School (Lake County R-1)	Springfield Elementary (Baca County RE-4)
Calhan Elem/Middle School (El Paso County RJT-1)	Estes Park Elementary (Park R-3, Larimer County)	Liberty Elementary School (Rocky Ford R-2)	Springfield Jr./Sr. High (Baca County RE-4)
Campo School District (Baca County RE-6)	Fitzsimmons Middle School (Platte Canyon 1)	Limon Elementary (Lincoln County RE-4J)	Strawberry Park Elementary (Steamboat Springs RE-2)
Cheraw School District (Otero County 31)	Fraser Valley Elementary (East Grand 2)	Limon Jr/Sr High School (Lincoln County RE-4J)	Vikan Middle School (Brighton 27J)
Colorado's Finest Alternative High School (Englewood 1)		McClave School District (Bent County RE-2)	Yuma Middle School (West Yuma RJ-1)

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